DOCUMENT RESUME

ED 240 225 UD 023 460

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TITLE National Evaluation of the PUSH for Excellence Project. Final Report.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Washington, D.C. Inst. for Neighborhood Initiatives.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE Mar 82
CONTRACT 400-79-0014
NOTE 300p.
PUB TYPE Reports - General (140)

EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS Activism; *Black Education; Demonstration Programs; *Educational Improvement; Federal Programs; High Schools; Nontraditional Education; Program Descriptions; *Program Effectiveness; Program Evaluation; *Program Implementation; *School Community Relationship; Social Change; *Urban Schools
IDENTIFIERS *Push for Excellence Program

ABSTRACT

This final report for the PUSH-EXCEL project was designed to provide readers with an idea of the major actors and events that shaped the project's history and implementation, and to describe results of a 3-year evaluation of its impact (Chapter 1). Chapter 2 describes the original impetus for PUSH-EXCEL as arising from the Reverend Jesse Jackson's organization for social activism among black Americans and reviews Jackson's principles regarding the role of blacks in social and educational change. Chapter 3 concerns events which transformed the project into a mass program with substantial federal funding. Chapter 4 focuses on two implementation sites--Chattanooga and Denver--in which PUSH-EXCEL began in 1979, and briefly contrasts these sites with previously established programs in Chicago, Kansas City, and Los Angeles. Chapters 5 and 6 then detail the evaluation design and the findings regarding the impact of PUSH-EXCEL on student behavior, motivation, responsibility, and achievement. Student, parent, and teacher attitudes toward the project are also described. The concluding chapter, chapter 6, discusses the project from two perspectives; as a federally funded demonstration and as a social/educational movement. Appendices include (A) project chronologies from Chattanooga, Denver, and Memphis; (B) site synopses from Chattanooga, Chicago, Denver, Kansas City, and Los Angeles; (C) a description of the Kansas City program; (D) the Los Angeles case study; (E) quantified data on PUSH-EXCEL's impact; (F) instruments for collecting interview and questionnaire data; and (G) instruments for collecting observational data. (GC)

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INSTITUTE FOR NEIGHBORHOOD INITIATIVES

The National Evaluation of the PUSH for Excellence Project

Final Report

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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Prepared for the National Institute of Education, ED, Washington, D.C.

Contract No. 400-79-0014

March 1982

MAR 30 1981

The work upon which this publication is based was performed pursuant to Contract No. 400-79-0014 of the National Institute of Education. It does not, however, necessarily reflect the views of that agency.

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Acknowledgements

The Federal evaluation of the PUSH for Excellence Project (PUSH-EXCEL) spanned three years. Throughout this period, many individuals gave generously of their time to assist us as we conducted the study. We take this opportunity to acknowledge their contributions.

We thank first the national leadership of PUSH-EXCEL: The Rev. Jesse L. Jackson, President of PUSH for Excellence, Inc., and Operation PUSH, and staff at the National Program Office. These persons, particularly those who served as national directors during the evaluation, gave us candid and constructive feedback on the plans for the study and the reports we submitted to the National Institute of Education. Also, the national staff welcomed us to major workshops and planning meetings. With Kathlyn Moses, PUSH-EXCEL Project Officer at the Department of Education, the National staff encouraged our efforts to make the evaluation a tool for program development and implementation.

In the cities where we conducted data collection activities--Buffalo, Chattanooga, Chicago, Denver, Kansas City, Los Angeles, and Memphis--many persons worked with us. A complete list of names would be quite extensive, and would include local PUSH-EXCEL staff, school district officials, community leaders, and principals of the schools that we visited. We are grateful for the assistance these individuals gave us in arranging access, providing information, and reviewing the evaluation design and reports. Special thanks go to persons in Chattanooga and Denver, where we concentrated our efforts.

Eight individuals served as resident data collectors: Linda Smith, Ed Rocca, and Penny Pendleton (Chattanooga); Uthman Muhammad (Chicago); and Ann Lee, Diane Merrill, L. Shirley Perrin, and Lorre Mendelson (Denver). They coordinated on-site activities and conducted interviews with students, parents, and teachers. We appreciate their commitment, hard work, and sensitivity.

Within the American Institutes for Research, our colleagues provided ideas and support. We are grateful to W. Victor Rouse, Vice President of AIR and Director of the

Institute for Neighborhood Initiatives, for his guidance on matters of concern to stakeholders. We especially thank Blair Bourque (who also conducted analyses of the qualitative data), Roberta Cronin, George Wheaton, Eileen Kelly, and Kristina Peterson. At critical points in the study, research assistants took on the tasks of coding and organizing the data, including: Stephen Dory, Cecelia Henderson, Carolyn Federman, Susan Mileff, Jeffrey Clair, Ellen Stotsky, Ronald Harnar, Frances Pickering, and Beth Adler. Dian Overby and Thomas Raymond provided editorial assistance. We thank Denise Peck and Anita Bennett of AIR's Graphics Department for production of all data forms, tables, and figures.

Two people, affectionately known in our office as "The Marys," typed and proofed the drafts and final versions of this report and others written during the evaluation. We are indebted to Mary Martin and Mary Medved, whose efficiency and skill greatly facilitated production.

Finally, we wish to thank Dr. Norman Gold and Dr. Paul A. Schwarz. Dr. Gold, Senior Research Associate at the National Institute of Education, served as the Technical Monitor for the evaluation. He worked closely with us in all phases of the work, and provided many helpful insights on the issues related to the study. Dr. Schwarz, President of AIR, was Senior Reviewer for the evaluation. His support, criticism, and ideas were invaluable. His contributions to the theoretical and practical aspects of the study were creative and substantial.

1. Overview

The PUSH for Excellence Project (PUSH-EXCEL Project) is a federally funded demonstration project to stimulate major improvements in the nation's schools. Its major goals are to enhance student motivation and sense of responsibility, to improve the atmosphere for learning, to increase opportunity, and to improve academic achievement. It proposes to accomplish these goals through "total involvement," defined as massive participation in the educational process by all concerned--parents, schools, communities, and students themselves.

PUSH-EXCEL argues that the problem of low achievement is widespread, affecting youth in inner-city and in suburban areas. The problem has many aspects. It is associated with drug abuse, irresponsible sexual behavior, low attendance, high truancy and drop-out rates, apathy, and alienation. It reflects the fact that student efforts are often sidetracked into pursuits that will decrease the chances for success in school, and later, in adult life.

Characteristics of the environment in which many young people find themselves exacerbate the problem. These include ambiguous standards for decorum, lack of parental and community interest in educational matters, and low expectations for student performance. Together, the internal and external conditions create a situation in which achievement is the exception rather than the norm. To change this situation to one in which high effort and achievement can flourish, the individuals and institutions that compose the student's environment must recognize their roles in creating impediments to excellence, and act collectively to remove them.

The Reverend Jesse Jackson articulated this view of the problem and the "total involvement" approach to a solution. In 1975, he began a crusade to carry the EXCEL[1] message to students across the nation. Their enthusiastic response became a highly publicized phenomenon; and, in fall 1976, pilot programs based on Jackson's ideas were started in Chicago schools. One year later, Kansas City and Los Angeles established similar projects. A National Office was created at the end of the school year to coordinate the projects, and develop the framework for an action program.

THE FEDERAL DEMONSTRATION PROJECT

Federal involvement began in 1978, when the Department of Health, Education and Welfare (DHEW) awarded PUSH-EXCEL grants totaling aproximately $445,000. These funds were for program development and support of existing projects. Support for a formal demonstration project followed. It consisted of $2.8 million over a three-year period that extended from 1979 to 1982.

The first full school year of the demonstration began in September 1979. Five local programs were included: Chattanooga, Chicago, Denver, Kansas City, and Los Angeles. One year later, Buffalo was added as a sixth demonstration site.

THE EVALUATION

In February 1979, the National Institute of Education (NIE) awarded the American Institutes for Research (AIR) a $725,000 contract to evaluate the PUSH-EXCEL Project concurrently with its implementation; and in March 1979, AIR staff began a design study of the existing (pre-demonstration) programs in Kansas City, Los Angeles, and Chicago. The evaluation team interviewed key actors in the program and the

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[1]An adult education program at Fordham University uses the EXCEL name; hence, the project changed its label to the hyphenated version. The legal name is PUSH for Excellence, Inc. This organization is a separate entity from Operation PUSH, a social action organization. Jackson serves as president of both.

school systems, convened "stakeholder"[2] panels to assess information needs, and conducted an extensive review of program documentation, including Jackson's speeches. Members of the National staff also were interviewed about their activities and plans. The major product of these preliminary activities was the Evaluation Design,[3] a document describing the project's rationale and the approach that would be taken to the evaluation of its activities and impact.

The Program Rationale

When the evaluation began, PUSH-EXCEL had not articulated the dynamics that would convert Jackson's ideas to visible results. To set up the questions to be addressed by the evaluation, AIR staff formulated a first approximation of a dynamic model, which we called the "basic rationale," using Jackson's speeches, field study data, and conceptual elements (such as the four program goals) that PUSH-EXCEL already had defined. This model is shown in Figure 1. Its logic is as follows:

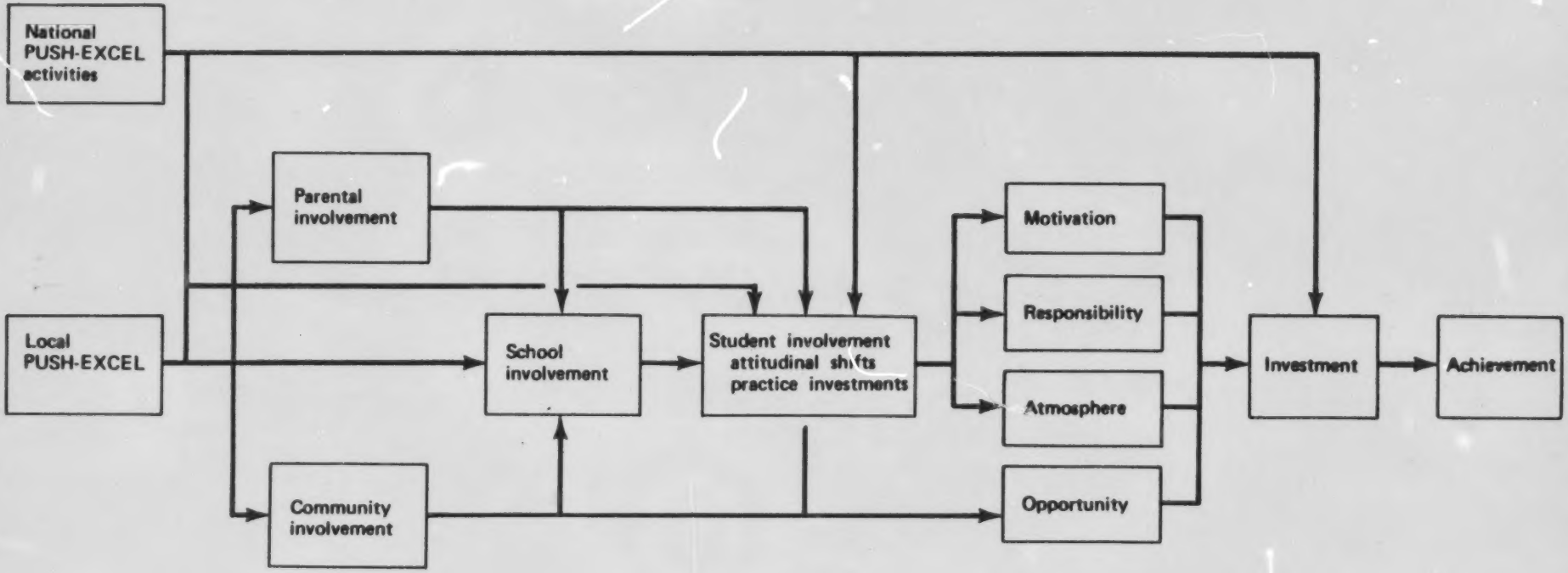
PUSH-EXCEL is both a set of national activities and a set of local programs in a sample of schools. The national component consists of the dissemination of the PUSH-EXCEL message, and is focused especially on the activities of Jackson. The local component consists of city-specific and school-specific efforts to implement the rhetoric. The desired effects are to be achieved by four kinds of

---

[2]The "stakeholder" can be part of the program staff, one of the users or clients of the program's services, persons who have to work along with the program in the school system and the community (e.g., leaders of community groups, ministers), the sponsor who is financing the program, or a currently uninvolved official who, sooner or later, will have to make decisions that require the findings of the evaluation.

The population of stakeholders for the PUSH-EXCEL evaluation included all of these categories. During the course of the design, we attempted to interact formally with three of them: program staff, other officials who interacted with the program, and sponsors of the program and its evaluation.

[3]Murray, S.R., & Murray, C.A. National evaluation of the PUSH for Excellence project: Evaluation design. Washington, D.C.: American Institutes for Research, 1979.



Note: Only the main lines are shown, to aid clarity. Note also that Opportunity is expected to be a predominately independent variable, which PUSH-EXCEL can affect only at the margins and over time.

FIGURE 1 Original Rationale for the PUSH-EXCEL Program

"involvement": involvement of the community, of parents, of school staff, and of the students themselves.

Involvement means different things for different audiences. Community involvement might mean sponsorship of programs for youth, links between local institutions (e.g., churches) and the schools, or provision of employment opportunities by local businesses. Parental involvement can mean enforcement of study hours, picking up report cards and otherwise staying in touch with the school, or careful monitoring of their children's social and education activities. School involvement can mean special efforts by the faculty to obtain new resources or to establish greater contact with parents and other community elements.

The objective of these three types of "external" involvement is to affect the students' own involvement in efforts to excel. In the first instance, they intend to stimulate the attitudes and behaviors that set the stage for high achievement. Students are not expected to turn immediately from one behavioral posture to another--they are not expected suddenly to start excelling, just because someone has suggested they should. Modest changes in attitudes and behavior are expected first. In particular, there are three intermediate goals: to increase the students' motivation to excel, to increase the students' sense of responsibility for their own actions and lives, and to improve the overall atmosphere for achieving in the school as a whole. There is also a fourth intermediate goal: to increase opportunity for students. But this is not a goal that the students can achieve independently. Opportunity is to be increased by collateral action by the community, as shown in the rationale.

The product of these factors is supposed to be an increase in the students' investment, defined as

> behaviors of the students whereby they commit their time and energy in pursuit of legitimate opportunities that will yield some future return.

There is an important distinction between investment, or the effort to achieve, and actual achievement. Achievement measures such as improved grades, higher test scores, or more students sent to college are all expected products at the end of a long chain of inputs and intermediate events. The most useful measure of whether the program is succeeding in its

initial years is not whether achievement is occurring, but whether the preconditions for achievement are being established.[4]

In July 1979, AIR staff presented this basic framework at a meeting of representatives from existing and proposed local projects. We followed up by soliciting feedback from PUSH-EXCEL project directors and school officials. Without exception, there was agreement that the model was an accurate depiction of the route PUSH-EXCEL would take to try to get there from here.

Incremental Evaluation

AIR incorporated the basic rationale into the evaluation, planned as a series of incremental causal and diagnostic studies. We planned to segment the causal sequence depicted in the rationale (and others that we expected to occur as the program was developed and implemented) according to its constituent components; prepare detailed rationales for each of the smaller segments; and test the input-outcome relationships that were expected to occur in each one. The findings would be fed back to stakeholders as documented rationales. We would monitor PUSH-EXCEL's decisions and plans, and then design an evaluation of the next sequence chosen by PUSH-EXCEL.

The first technical report of the evaluation[5] presented the first interim findings on the initial increment. We found that PUSH-EXCEL had made only minor progress in developing its conceptual and operational base. There was not enough of a structural program in place at most locations to carry out the planned interaction sequence. After AIR fed back that information to PUSH-EXCEL, NIE and AIR decided to

---

[4]The Rev. Jackson emphasized that PUSH-EXCEL was not an instructional program; hence, it could not be expected to produce changes in achievement levels. After the demonstration program began, the National Office deleted the goal of improvements in achievement from its official roster. Local projects, however, did not.

[5]Murray, S.R., Murray, C.A., Rouse, W.V., Clair, J.A., Kumi, L.M., & Johnson, J.H. National evaluation of the PUSH for Excellence project: The evolution of a program. Washington, D.C.: American Institutes for Research, 1980.

continue the descriptive aspect of the evaluation in all of the demonstration schools (see Figure 2) but to restrict full-scale impact data collection to sites that seemed to be making the most substantial progress in program development.

The Present Report

During the three years of the evaluation, AIR produced 12 reports and documents on the PUSH-EXCEL project. Figure 3 shows the complete series. This report is the final entry in the roster.

The report was designed to give readers a flavor of the major actors and events that shaped the PUSH for Excellence project. The chapters that follow are a synthesis of information that we collected from many sources. The complete data base included interviews conducted for the impact analysis; over 300 newsclippings from Chicago and other sites; observations made by AIR staff and on-site data collectors; interviews with program staff and school officials; and minutes of meetings and other documents produced by PUSH-EXCEL.

In preparing this volume, we found many interesting stories that could be told about the project. Each site had a life of its own. Each of the parent and community groups that PUSH-EXCEL organized had a history, as did the National staff, and PUSH-EXCEL's founder, the Rev. Jesse Jackson.

We chose not to tell each one of these stories in the rich detail that they may have deserved. The report would have exceeded many volumes. Instead, we chose to present, in the next three chapters, the highlights of the PUSH-EXCEL project's history and implementation. Occasionally, we refer readers to appendices that contain details that may be condensed to a single sentence in the narrative.

The fifth and sixth chapters shift from a journalistic chronology to a technical discussion of the evaluation (Chapter 5) and the impact of the PUSH-EXCEL project (Chapter 6). Chapter 7 contains the conclusions.

Chattanooga

- Alton Park Jr. H.S.
- Hardy Jr. H.S.
- Orchard Knob Jr. H.S.
- Howard H.S.
- Kirkman H.S.
- Riverside H.S.

Chicago

- Calumet H.S.
- Chicago Vocational H.S.
- Englewood H.S.
- Julian H.S.
- Manley H.S.
- Marshall H.S.
- Martin Luther King H.S.
- Morgan Park H.S.
- Rezin Orr H.S.
- Carl Schurz H.S.

Denver

- Steck Elementary
- Cole Jr. H.S.
- East H.S.
- Manual H.S.

Kansas City

- Central H.S.
- Central Jr. H.S.
- East H.S.
- Lincoln Academy
- West H.S.

Los Angeles

- Crenshaw H.S.
- Dorsey H.S.
- Fremont H.S.
- Grant H.S.
- Jefferson H.S.
- Jordan H.S.
- Locke H.S.
- Los Angeles H.S.
- Washington H.S.

Memphis

- La Rose Elementary
- Lauderdale Elementary
- Riverview Elementary
- Porter Jr. H.S.
- Riverview Jr. H.S.
- Vance Jr. H.S.
- Carver H.S.
- Booker T. Washington H.S.

Buffalo

- Public School No. 80
- South Park H.S.

FIGURE 2. School Programs Described in the PUSH for Excellence Evaluation

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Reports from the Design Phase

- Evaluation Design, July 1979
- Assessment of Stakeholders Needs, July 1979
- Phase 1: Program Descriptions, July 1979

Interim Technical Reports

- Technical Report 1: The Evolution of a Program, March 1980
- Technical Report 2: Implementation, November 1980
- Technical Report 3: The Program, the School, and the Students, April 1981

Special Reports to the Sites

- Chattanooga Stakeholder Report 1, March 1980
- Denver Program Description, December 1980
- Chattanooga Stakeholder Report, July 1980
- Summary of Chattanooga Baseline Analysis, August 1981
- Kansas City Stakeholder Report, September 1981

The Final Report

FIGURE 3. Reports of the National Evaluation of the PUSH for Excellence Project

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2. Jesse Jackson's Crusade

After the social turbulence of the sixties, America in the mid-1970s seemed comparatively quiet. No riots erupted; student protests were rare. Urban political movements for community control of the schools, welfare rights, and local government reform continued, but at a low-key, almost desultory pace. The notion of "power to the people" was mostly nostalgic.

In part, the lack of activity reflected the fact that some of the battles had been won. Yet many of the conditions that had triggered open protest in the sixties still existed in 1975. Public services in low-income neighborhoods were still inferior. Despite the massive Federal investments in urban education, big-city schools still seemed to be at a standstill. Achievement levels were depressed and absenteeism and drop-out rates were high. Most conspicuously, economic disparity still was enormous--the ratio of blacks to whites living under the poverty level had actually risen, from 3.1 times the proportion of whites in 1959 to 3.2 times in 1975. Nearly ten percent of black adults and 39 percent of black teenagers were unemployed.

These economic conditions prompted Operation PUSH, a Chicago-based social action organization headed by the Reverend Jesse Jackson, to stage a protest at the White House on January 15, 1975. Weeks of organizing preceded the event, which was billed as a demonstration for a full employment economy.

The protest started as planned, then ended abruptly when Jackson, who was personally leading the demonstration, told the marchers to go home. A letter from the Secretary of the PUSH-EXCEL Board of Directors to potential donors later explained the failure of the march this way:

> ...walking through file after file of protesters, a tall, athletic, young black minister--a man who had been in the vanguard

> of the civil rights movement for years--was shocked to see that a great many of the youths were drunk or on drugs, visibly out of control.
>
> That man, the Reverend Jesse Jackson, realized then that the time had come for him to change his target for reform. As he painfully said: "The door of opportunity is open for our people, but they are too drunk, too unconscious to walk through the door."[6]

Ten months later, Jackson appeared before a student assembly at Chicago's predominantly black Martin Luther King High School. Jackson's message was blunt: It was up to blacks to make sure they did not waste what opportunities they had. Or, as Jackson put it, "No one will save us for us but us." It was the first stop in a cross-country tour that a Washington Post writer later described as "Jesse Jackson's Crusade."

The crusade was an instant attention-getter. The elements that made it so were Jackson, his message, and the ways people responded.

JESSE JACKSON

By the time Jackson started EXCEL, he was already widely recognized as a civil rights leader, a Baptist minister who could outpreach just about anyone, a political activist, and one of the leading spokesmen for American blacks. Millions had watched him on T.V. talk shows, read articles about him in national publications, and seen his face twice on the cover of Time Magazine.

He had been variously described as Martin Luther King's heir apparent and as a demagogue and opportunist. But there was consensus about one quality: Jesse Jackson had charisma. When he spoke out, people might agree or disagree, love him or hate him. But he commanded attention.

---

[6]Moss, O., Jr., Rev. Letter. n.d.

Jackson's base of operations was Operation PUSH (People United to Save Humanity), an organization he had founded in 1971. Jackson was its first and (as of the end of 1981) only president.

Calling itself a "civil economics" organization, Operation PUSH defined its goal as economic parity for blacks. Jackson saw its mission as a natural continuation of the civil rights movement and christened its Chicago headquarters "Dr. King's Workshop." In fact, many of the initial members were veterans of the civil rights era. Jackson himself had worked with King in the Southern Christian Leadership Conference (SCLC). Among other posts, Jackson had been appointed as head of the Chicago branch of SCLC's Operation Breadbasket.

The confrontational strategy and tactics that PUSH adopted were also taken directly from the civil rights movement. PUSH's use of selective patronage, a boycott targetted at a single corporation, was borrowed from the Reverend Leon Sullivan's work in Philadelphia in the late fifties and early sixties. The mass rally, another characteristic tactic of the civil rights movement, was used weekly at Jackson's "Saturday Morning Forum." Typically, this assembly, scheduled on Saturdays to avoid competing with traditional church services on Sundays, featured gospel singing, an address by Jackson, and special attractions in the form of visiting political leaders or entertainers.

PUSH also used campaigns, a series of activities in one or more communities, to generate massive grass-roots involvement around specific issues; organized special interest groups to press for reform; and was host to special events, activities to highlight accomplishments and honor key actors. An example of the latter was PUSH Expo (under Operation Breadbasket, Black Expo), a cultural and trade exposition held annually in Chicago until 1975.

PUSH carried out its activities within an organizational structure that adapted continually to accommodate the issues and funds at hand. Programs and departments came and went, along with the paid and volunteer staff that conducted them. Through it all, Jackson took the lead, identifying issues the organization would address, directing and monitoring the staff, and mobilizing support

in the community. When he decided to seek reform among youth, the organization accommodated once more, and added a new box to its organization chart--this time labeled "PUSH for Excellence."

THE MESSAGE

By 1975, PUSH had established 30 local chapters in cities across the country, and the initial stops on the youth campaign took advantage of this organizational presence-in-place. Among the first stops were Los Angeles, Washington, D.C., Kansas City, Denver, and Gary. Jackson also made the rounds of the large inner-city schools in Chicago, his home base.

At this point, there was no formal "program" for youth. What was later to become the PUSH for Excellence program was a message, disseminated through the kind of mass rallies that Operation PUSH had used so successfully in the past. Typically, they took place in high school auditoriums. The proceedings began with songs and prayers. Then Jackson took the stage.

Part of what followed has to have been seen to be understood. Jackson is by any standard a speaker of extraordinary power and persuasiveness. Describing what he said is a pale substitute for hearing how he said it and seeing the response it evoked. The response was all the more dramatic in that the audiences typically consisted of black inner-city teenagers, many of whom prided themselves on being indifferent (or hostile) to the kind of appeal that Jackson was making. In opposition to the prevailing definitions of what was cool and what was not, there were few placating gestures in Jackson's message, and much that was antagonistic.[7]

---

[7]The quotations that follow are taken from a transcript of the Rev. Jackson's presentation at a special youth rally held during Operation PUSH's Sixth Annual National Convention held in Los Angeles, California, July 1977.

On self-destructive behavior:

> There's one thing worse than not having an opportunity--that's having one and not taking advantage of it. There's one thing worse than being in a slum--that's to mess around and let a slum get in you....You cannot be what you ought to be if you are pickling your brains with liquor and using easy access to guns to destroy each other. You cannot be what you ought to be if you put dope in your veins instead of hope in your brain.

On destructiveness toward others:

> Someone said of New York the other night that people got upset and burned the stores up. That's not true. They burned the stores down....You cannot burn a house up. You can only burn it down. We can in a minute or two destroy what it took years to build. But this is the choice of our generation.

On demeanor and discipline:

> What does it matter if you have a job but don't have the will to work? What does it matter if your teacher is black or white and you disrespect both? What does it matter if your teacher has a "Ph.D" or "M.D." if you ignore both?

On irresponsible sex:

> You are not a man just because you can make a baby. Imbeciles can make babies. Test tubes can make babies. You are not a man just because you make a baby, you are a man because you raise a baby, protect a baby, and provide for a baby.

In short, he made a case for the very straightest, middle-class values: hard work, self-discipline, persistence in the face of failures, deferred gratification, the hard and rocky road to success.

If to an older generation this does not sound like such a revolutionary message, it must be remembered where Jackson was delivering it. Whatever else his critics objected to, none claimed that the image he painted of the schools was exaggerated.

Apart from these day-to-day barriers that Jackson faced in putting his message across, he was swimming upstream against a more general socialization process. These were the kids who had grown up with the rhetoric and the programs of the sixties. They had been taught to believe that "the system" had created their plight and that "the system" was going to relieve it. To many of the teachers and other adults in the audience, that Jackson got even a polite hearing for his message would have been remarkable. That he left the students standing and cheering was thought by many to be a minor miracle.

Jackson could do this perhaps because the leitmotiv of his speech had to do not with his near-puritanical ethics but with the possibility and the reality of excellence--whence the eventual label for the movement, "PUSH for Excellence." "Repeat after me," he would begin, "I AM SOMEBODY," and followed that with more slogans ("If you can conceive it and believe it, you can achieve it"). Then he introduced the anecdotes--talking about the amount of behind-the-scenes work that went into the performances of the entertainers they watched, or about the hours of basketball practice that his audience took for granted in sports, but did not connect with academics. The message was not just that people had to take responsibility for their actions, but that there was at the end of the road success in the form of being very good at something. It might be accompanied by money and fame--Jackson never held these up as central goals--but the essential achievement that was within anybody's grasp was to be somebody.

Jackson also had a message for adults. He urged teachers to expect more of students and to work harder to see that they achieved. He exhorted parents to establish regular study hours in the home, to see that children did their homework without distractions, and to pick up report cards at the school. He challenged businesses, churches, and other community institutions to provide the opportunities that make striving worthwhile. He asked the media to highlight student efforts.

Jackson called his approach "total involvement," and elaborated it through "The Ten Commandments" (later renamed "The Ten Principles"):

1. It is essential that a public institution clearly define itself, to say unequivocally what it believes in and stands for.

2. The development of responsible adults is a task requiring community commitment. It cannot be left solely to the public schools.

3. The principal tasks of the public schools cannot be achieved if a disproportionate amount of time and resources must be given to maintaining order. Public schools are not obligated to serve students who persistently disrupt schools and violate the rights of others.

4. The full responsibility for learning cannot be transferred from the student to the teacher.

5. Parents must consistently support the proposition that students have responsibilities as well as rights and that the schools have an obligation to insist upon both.

6. High performance takes place in a framework of expectation.

7. There is nothing inherently undemocratic in requiring students to do things that are demonstrably beneficial to them.

8. Involvement in and commitment to meaningful activities which give one a sense of identity and worth are essential to all human beings and are especially critical to adolescents.

9. The practice of convenience leads to collapse, but the laws of sacrifice lead to greatness. This applies to students, teachers, parents, administrators, and community leaders.

10. A sound <u>ethical</u> climate must be established for a school system as a whole and for each individual

> school, because the death of ethics is the sabotage of excellence. Politicians, school board members, superintendents, central office staff, principals, teachers, parents, and ministers have the obligation to take an aggressive lead in setting such ethical standards.[8]

Jackson had sounded the themes of moral integrity, self-help, and high expectation in the past. They had appeared in the covenants that Operation PUSH had made with corporations, in Jackson's speeches and syndicated columns, and in the meetings and workshops at PUSH's annual convention. The EXCEL crusade gave Jackson and his organization the vehicle to air this ideology before a wider audience than ever before.

The media followed in Jackson's wake. In the cities where he spoke, the local newspapers and television stations covered the school assemblies and found them a natural news story. He appeared on televised talk shows. Editorials endorsed the message.

The Chicago Sun-Times and the Washington Post were particularly instrumental in spreading the word about EXCEL. After Jackson spoke in Washington, D.C., during 1976, the Post carried an editorial, an article by columnist Richard Cohen, and a series of articles by columnist William Raspberry.

> The Rev. Jesse Jackson received a great deal of attention here when he began public meetings with high school students by telling the young men in the audience to remove their hats. Somehow that simple demand seemed to symbolize something about the no-nonsense approach of this civil rights leader, who began his public career as an aide to the late Dr. Martin Luther King Jr. When you listen carefully to the rest of Mr. Jackson's message--the main burden of his preaching--you find that the symbolism is

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[8] PUSH for Excellence: The Developing Process of Implementation. Chicago, Ill.: PUSH for Excellence, Inc., n.d., pp. 4-5.

> indeed an accurate guide to the man and to the intensely practical way he addresses problems, particularly the growing and disturbing problem of disaffection between the affluent blacks in the suburbs and the poor blacks of the city. Mr. Jackson's message, in other words, is intended to reach well beyond an audience of urban youngsters who have neglected to remove their hats.[9]
>
> The Reverend Jesse L. Jackson is a source of embarrassment for me. He keeps saying interesting, insightful, common-sense things--things which, it seems to me, are deserving of wider circulation.
>
> But many of my journalistic colleagues consider the head of Operation PUSH to be a publicity hound (a point I am not prepared to argue) and they intend to dismiss anything he says or does as just another attempt to get into print.
>
> Maybe publicity is one of the reasons behind his 10 principles (commandments, he calls them) for moving the public schools toward educational excellence. And there is, for me, the embarrassing risk of sounding like his personal press agent. Still I believe the principles are worth passing on, at least as the basis for discussion and debate.[10]

Years later, these papers and others would cover PUSH-EXCEL's difficulties as extensively as they had covered its early successes. But in 1975 and 1976, when Jackson's crusade was gaining momentum, the media were overwhelmingly supportive. One question did recur, however: What happens after Jackson leaves the auditorium? During the 1976-77 school year, Operation PUSH began to explore some possible answers.

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[9] "Jesse Jackson's Crusade." Washington Post, August 7, 1976.

[10] Raspberry, W. "Jesse Jackson's plan for improving education." Washington Post, October 27, 1976.

TURNING RHETORIC INTO REALITY

The initial steps to establish ongoing EXCEL activities were taken in spring 1976, when Operation PUSH asked the Chicago Board of Education for permission to establish an EXCEL program. The Board consented. District superintendents selected ten schools as participants, a part-time director was hired, and in September 1976 the Chicago program began. Operation PUSH underwrote the costs of the pilot project--the Board's approval had not extended to approving funds from the school budget.

Shortly thereafter, in spring 1977, EXCEL moved beyond Chicago. An active Kansas City school improvement group, the Central [High] Alumni Association, approached Jackson and the Kansas City Board of Education about establishing an EXCEL program in the coming school year. During the same period, Jackson visited four Los Angeles schools and initiated a series of EXCEL activities there.

These early attempts to create a program were supported by corporate and philanthropic contributions funneled through the PUSH Foundation. Illinois Bell underwrote the production of a PUSH for Excellence idea booklet. The Joe Drown and Piton Foundations provided support for fundraising. For program development and operations in Los Angeles, Chicago, and Kansas City, PUSH for Excellence received $100,000 from the Ford Foundation, $105,000 from the Lilly Foundation, $30,000 from the Rockefeller Brothers Fund, and $25,000 from the Chicago Community Trust.

By May 1977, Operation PUSH had established a national office for PUSH for Excellence. Housed in the Chicago headquarters, the office was staffed by a Director, Dr. Cordell Richardson, and an administrative aide. Their tasks were to design programmatic components, coordinate the activities of local projects, develop a structural approach, and expand EXCEL's resource base. A formative evaluation directed by Dr. James Comer of Yale began, funded from the Ford Foundation grant.

Jackson continued the crusade. In 1977, he made over 40 personal appearances at college and university campuses, including Arizona State and Pepperdine, California; at educational conferences; and at high school rallies in Baltimore, Chicago, Flint, Dallas, Westchester (New York),

Kansas City, Prince Georges County (Maryland), Washington, D.C., and Winnetka (Illinois). In February, the American Association of School Administrators gave him the Golden Key Award. In May, he launched a campaign to obtain 100,000 signatures from parents who would commit themselves to monitor study hours and pick up report cards four times a year.

New local initiatives got underway. The Washington, D.C. Chapter of Operation PUSH established two tutoring programs in local churches. Over 100 students participated between June and December 1977, when the first report on the program was submitted to the National Office. Tutors were volunteers, trained by the project staff. The Washington project also had a Pastors and Educators Coalition, and a parental involvement component featuring workshops and potluck suppers.

In August 1977, after Jackson spoke at Los Angeles' Greek Theater before school and city officials, negotiations began for an EXCEL program in ten schools. At the start of the 1977-78 school year, the program became operational, with a $402,000 appropriation from the Los Angeles Unified School District (L.A.U.S.D.). The new program was staffed; advisory boards were organized; work was begun on activities intended to reduce truancy and tardiness, upgrade academic performance levels, improve discipline, and increase parental and community involvement.

Also in 1977, Johnny Holloway, an official of Chattanooga's PUSH, decided to test the basic principles of parental and student involvement in his own home. A Chattanooga Times editorial later described Holloway and his pilot project in these words:

> Johnny Holloway, as energetic and enthusiastic a civic leader as any community could ever hope for, is hard at work on perfecting the overall organization necessary for continuing success. Mr. Holloway has even gone

> to the extent of inaugurating an at-home version of PUSH-EXCEL with members of his own family as an experimental group. "It works!" is his unequivocal evaluation.[11]

Holloway turned his private belief in EXCEL into concrete public action. In August 1977, he spearheaded a parent petition campaign that elicited more than 4,000 signatures. Later, through Operation PUSH, he sought support from influential segments of the community. By the end of November, the school board had endorsed EXCEL and assigned an assistant superintendent to work with Chattanooga PUSH in promoting a program. PUSH had sponsored a series of events to introduce EXCEL to the city; and one of the high schools had introduced a pilot program.

Meanwhile, the newly established National Office had solidified its identity. It had become incorporated as PUSH for Excellence, Inc. (PUSH-EXCEL, for short), and now received funds formerly channelled through the PUSH Foundation. National (as we shall call it) had also made contact with potential donors, planned a student pledge campaign, developed the idea booklet, and drafted guidelines for program operation. On December 1, 1977, it held the first EXCEL Director's Workshop, a forum for PUSH-EXCEL staff to explain their policies, and for representatives of the various sites to exchange experiences.

By the end of 1977, the two facets that were to characterize EXCEL had begun to emerge. One was the formal program to build on and sustain the efforts Jackson had already stimulated. The National Office and local projects were trying to develop that aspect. The other part consisted of activities associated with the EXCEL crusade: mass rallies and other special events, media exposure, and campaigns for voter registration and parent involvement. These were to spread the message and inspire action.

But to Jackson and his supporters, EXCEL was more than a crusade or fledgling program--EXCEL was a national movement. As we will see, subsequent events proved that this label was apt.

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[11] Chattanooga Times, January 11, 1978, p. 8.

3. From Crusade to Movement

On December 4, 1977, PUSH-EXCEL was featured on "Sixty Minutes", CBS's highly rated "news magazine" for television. The 20-minute segment, narrated by Dan Rather, included extensive footage of Jackson's appearance at one of the Los Angeles schools, Dorsey High. It captured for a national viewing audience the excitement that Jackson generated.

The response to the "Sixty Minutes" exposure was immediate and dramatic. Mail to the National Office jumped to about 500 pieces per week, compared to an all-time previous high of 160 in a month. Along with the inquiries and the praise came offers of help from private citizens and businesses, and requests for immediate assistance in starting local PUSH-EXCEL programs.

One viewer of "Sixty Minutes" turned out to be pivotally important in shaping the future of the program. Hubert Humphrey, who would die within a month, placed a telephone call to the Secretary of Health, Education, and Welfare (HEW), Joseph Califano. Califano later described the conversation in his memoirs:

> In a weak voice, his strength consumed by his battle with cancer, [Humphrey] asked me if I had seen the "Sixty Minutes" program. When I responded, he said, "Well, then you saw what I saw. I want you to talk to Jesse Jackson and help him. He's doing something for those kids. I've talked to him this morning and told him I'll talk to you. Now you get him down to your office and help him. Will you do that for me?" I told him I would.[12]

Jackson had not asked for Federal help. He was expanding and developing PUSH-EXCEL as he had developed PUSH itself, through individual, corporate, and foundation contributions. Now, he was told that Federal support was available.

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[12]Califano, J.A., Jr. Governing America. New York, N.Y.: Simon & Schuster, 1981, p. 294.

On January 5, 1978, only a month after the "Sixty Minutes" broadcast and Humphrey's telephone call, the National Institute of Education (NIE) awarded two grants to the PUSH Foundation.[13] One was a two-month, $25,000 grant to plan a conference on PUSH-EXCEL. The other award, a $20,000 grant was for preliminary program evaluation and design of projects. Five months later, NIE awarded another $400,000 for six months of support for the design of projects in Chicago, Kansas City, and Los Angeles and expansion to three or four additional sites.

After the $400,000 NIE grant, OE started planning for a three-million dollar demonstration project to begin in January 1979. Chicago, Los Angeles, and Kansas City would receive support, along with three new projects at sites yet to be chosen. By early May 1978, over 20 local education agencies and PUSH chapters had expressed interest in becoming part of the demonstration.

The problem was to decide what these programs would consist of. Jackson had laid out six specifics. In his words:

1. STATE OF THE SCHOOL ADDRESS. At the start of each school year the principal should give a state of the school address, setting the climate and the goals for the year. The principal must be the moral authority, teach discipline and academic achievement; and development will be the by-product.

2. STUDENT PLEDGES. Students must pledge to commit themselves to study every school-day night a minimum of two hours from 7 to 9 p.m., with the television, radio and record player off and no telephone interruptions. If we match our effort and discipline in athletics in the academic arena, we will achieve the same results.

3. PARENT PLEDGES. Parents must pledge to accept the responsibility to monitor their child's study hours, and agree to go to school to pick up their child's report card each grading period.

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[13]The typical lag between application for funds and approval by the Office of Education (or most other Federal agencies that fund demonstration programs) is several months, and often exceeds a year. To receive money without applying is rare.

4. TEACHER PLEDGES. Teachers must pledge to make meaningful homework assignments; to collect, grade and return homework to students; and call the parent if a student is absent two days in a row or is doing poorly in school - all of which reflects increased expectations of students on the part of teachers.

5. WRITTEN ETHICAL CODE OF CONDUCT. A written ethical code of conduct which presents alternative life styles to drugs, alcohol, violence, teenage pregnancy and other forms of decadence that detract from an educational atmosphere, must be implemented.

6. VOTER REGISTRATION. On graduation day all eligible seniors would receive a diploma in one hand (symbolizing knowledge and wisdom), and a voter registration card in the other (symbolizing power and responsibility), as well as given nonpartisan information on how to vote and operate a voting machine.[14]

But these were more in the nature of a good place to start than a prescription for how to apply the PUSH-EXCEL message concretely. The fledgling programs in Chicago, Los Angeles, and Kansas City had been struggling with the next steps for putting an ongoing program into place. Now, with the availability of Federal money and the prospects for more, plus the flood of new requests for help, the need for a concrete, describable program of activities became urgent.

But who was to produce it? Not Jackson, who explicitly saw his role as catalyst, not program designer or implementor. Not the existing PUSH-EXCEL staff, who at this point, consisted of a national director (Dr. Cordell Richardson) and a secretary. Program development was a major job, calling in the ordinary course of events for expertise in a variety of skills, a sizable staff, and time. PUSH-EXCEL had not allocated existing resources for this purpose.

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[14]Jesse Jackson, quoted in PUSH for Excellence: The Developing Process of Implementation. Chicago: PUSH for Excellence, Inc., n.d., p. 2.

THE CONFERENCE AT HOWARD

In May 1978, the conference, funded by one of the NIE grants, was held at Howard University. Its theme was "Mobilizing for Excellence in Education." Its purpose was twofold: to present the experiences of existing PUSH-EXCELs and to generate local applications for the Federal demonstration grants. The meeting spanned three days.

The setting was important. Howard is one of the first and most prestigious of the black universities. It has played an historic role in the drive for equal educational opportunity for minority youth. Over 1,200 persons attended from 61 cities in 24 states--educators, parents, community representatives, and students.

Jackson was the principal speaker. He delivered his most complete exposition to date of what EXCEL was supposed to be. He talked about the impediments to achievement that EXCEL sought to remove--the external barriers of educational and economic inequity, and the self-imposed barriers such as lack of effort and discipline. He talked about the EXCEL solution--involvement in the education process by all who have a stake in what happens in schools: parents, educators, people in business, the clergy, the community-at-large, and students themselves.

Other conference keynoters were among the most respected black educators in the country. The roster included Kenneth B. Clark, past President of the American Psychological Association and Professor Emeritus of Psychology of the City College of New York; Mary F. Berry, then Assistant Secretary of Education; Robert F. Green, Dean of the College of Urban Development, Michigan State University; Samuel D. Proctor, Professor of Education at Rutgers and Minister of New York City's Abyssinian Baptist Church; Frank W. Hale, Jr., Vice Provost for Minority Affairs and Professor of Communications at Ohio State University; and Bernard C. Watson, Vice President for Academic Administration, Temple University.

The conference also provided a forum for those who were trying to turn EXCEL rhetoric into reality. National and local project staff suggested ways to implement local activities. Principals from high schools in which Jackson started the first programs provided testimonials about dramatic increases in attendance rates and discipline produced by EXCEL activities.

The conference was appropriately viewed as an unqualified success. By any criterion--the size of the gathering, the influence of its participants, their response to the purposes of the conference, and the coverage it attracted among the targets of PUSH-EXCEL's dissemination efforts--the organization and implementation of the conference had been outstanding. There were two results, one obvious and one that became apparent only in retrospect. First, PUSH-EXCEL completed its transformation from being a creature of Jesse Jackson and the PUSH organization to being a "movement" as that term is ordinarily used. Second, the short-run success of the PUSH-EXCEL movement distracted attention from the continued difficulties of the National Office in defining how PUSH-EXCEL might also become a "program," as that term is ordinarily used.

THE TRANSFORMATION TO MOVEMENT

The cardinal features of a "movement" are that its participants share a set of beliefs and goals for social change, that it has continuity in time, and that its cohesion comes from organized, deliberate activity.[15] In the spring of 1978, and especially following the Howard Conference, the phenomenon that had started as a personal crusade of the Rev. Jesse Jackson began to take on these characteristics.

It was an odd amalgam, however. One aspect consisted of highly structured local campaigns fueled by the prospect of Federal money. The other consisted of spontaneous initiatives undertaken by individuals and schools that decided to try to push for excellence on their own.

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[15]This characterization draws from several analyses including: Heberle, R., "Types and functions of social movements," in D.L. Silles (Ed.) International Encyclopedia of the Social Sciences, New York: The MacMillan Company and Free Press, 1968; and Fainstein, N.I., & Fainstein, S.S., Urban Political Movements, Englewood Cliffs, N.J.: Prentice Hall, 1974.

Local Mobilization

Throughout 1978, a wave of local campaigns to organize PUSH for Excellence programs emerged across the country. The impetus had been generated by Jackson, and the initial responses had not been affected by the lure of Federal funding. But after the Howard Conference, the communities that had started to put activities together using their own resources could also apply for Federal grants through the National Office.

National actively promoted local campaigns, which typically included extensive media presentations, fundraisers, student and community rallies, and organization of citizen committees and planning groups. Organization was stressed in the "pre-grant application" that National required local interest groups to complete. The form contained four items that could not be completed without advance mobilization of local support:

- Give the names and addresses of at least (5) churches and the names of their religious leadership who would help with the implementation of an EXCEL program.
- Name at least (3-5) businesses who will contribute financial or other resources to help implement an EXCEL program.
- Name at least (3-5) community organizations and their leaders who will help implement the EXCEL program.
- Name at least two (2) parent groups who will help implement EXCEL.[16]

National also added a further requirement. Each community was to create an Educational Steering Committee composed of students, parents, educators, business representatives, and clergy. The Committees were to be responsible for "planning

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[16]Thompson, D.E., & Warfield, C.C. Interim report to the Department of Health, Education, and Welfare. Chicago, Ill.: PUSH for Excellence, Inc., February 1978, pp. 18-21.

research, organizing, implementing, controlling and evaluating strategies necessary to initiate [an] EXCEL program in [the] local area.[17]

Requirements such as these cannot be met without considerable effort. Undoubtedly, some parties that had planned to apply for funds for EXCEL decided that the rigors of local organizing were not worth it. But EXCEL had taken hold in other communities, and the applicants came forth.

Memphis had organized its EXCEL Working Committee before the Howard Conference. The Committee, which had launched an extensive community organizing effort in April 1978, submitted its pre-grant application one week after the conference. By the end of September, the Committee had mobilized more support through a week-long visit from Jackson, an EXCEL basketball classic featuring NBA stars, and the establishment of EXCEL Teacher Committees and local school councils.

After the Conference, Chattanooga and Denver also submitted pre-grant applications and began planning activities. In Chattanooga, the principals of six schools identified as potential program sites polled their faculties to determine the level of interest in PUSH-EXCEL. The results were positive. July and August of 1978 were devoted to drafting a full proposal (submitted to National in October) and securing commitments of funds and services from local foundations, the school district, and businesses.[18]

Jackson visited Denver in May 1978 and met with school administrators and board members. Activity during the summer of 1978 was extensive: The PUSH-EXCEL Advisory Commission was formed; School Board President Omar Blair and State Senator Regis Groff visited the Kansas City project; a series of planning meetings was held with the Denver Classroom Teachers Association, Operation PUSH, community agencies, and groups of ministers, parents, students, and the media; funds were secured from Denver-based corporations such as Coors and local foundations; and four target schools were selected.

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[17]Thompson, D.E., & Warfield, C.C. Interim report to the Department of Health, Education, and Welfare. Chicago, Ill.: PUSH for Excellence, Inc., February 1978, p. 15.

[18]Readers may refer to Appendix A for chronologies of the pre-implementation activities in Chattanooga, Denver, and Memphis. AIR staff compiled the chronologies using interview data, proposals, and press clippings.

Four members of the Advisory Commission wrote a full proposal, which was submitted to the Board of Education in September 1978.

The National Office also received applications from locales not represented at the conference. Among them were Little Rock, Arkansas; Asheville, North Carolina; Norfolk, Virginia; and the Virgin Islands. From still other places, National received correspondence describing planned initiatives, including:

- Detroit, where a board of students, educators, and community representatives had been created;
- Anderson, Indiana, where a PUSH-EXCEL Advisory Council had been convened; and
- Washington and Louisiana, where efforts were underway for state-funded, multi-site projects.

The Louisiana initiative was characterized by a particularly high level of local enthusiasm and mobilization. Louisiana EXCEL began with a Louisiana Association of Educators resolution that called for the introduction of EXCEL in the state. This was followed by public endorsements by the Governor, the State Superintendent of Schools, and U.S. Representative Alphonse Jackson. Subsequently, citizen groups in Caddo Parish and Orleans Parish enlisted the support of the media, the clergy, school officials, and businessmen.

Spontaneous Initiatives

While Louisiana EXCEL and the other organizational efforts that emerged in 1978 were sustained drives involving many people, another set of brief, almost invisible episodes took place in an undetermined number of schools and communities throughout the country. Such activities included school assemblies with an "Excellence" theme; distribution of paraphernalia--posters, T-shirts and the like--featuring the EXCEL logo and slogans; and adoption of EXCEL activities, such as the student, parent, and teacher pledges.

These efforts often left few traces. Their existence was known only by word of mouth, or an announcement posted on a school bulletin board. Sometimes an activity inspired by EXCEL appeared in the pages of a local newspaper. For example, the September 7 and 13, 1978, editions of the Hillside Times (Hillside, New Jersey) ran advertisements containing texts of Jackson speeches. The Board of Directors of the EBB Foundation paid for the advertisements.

In addition, there also was an outpouring of interest from individual parents, students, school representatives, and public officials. The evidence of such interest came in the form of letters to the National Office:[19] Among the postmarks for one month in late 1978 were Pomona, California; Wichita, Kansas; Miami, Florida; Columbus, Ohio; Atlanta, Georgia; Vinelands, New York; San Francisco, California; Bellevue, Nebraska; Baltimore, Maryland; Brooklyn, New York; Seattle, Washington; Prichard, Alabama; Boston, Massachusetts; and Ames, Iowa.

The correspondence contained many examples of the kind of impact that PUSH-EXCEL had in mind. From two letters by high school students in Ohio:

> I was present at your lecture to Columbus students on September 28. What you said made me think about myself....Already at school, I am helping to plan for Black History week....I am encouraged and inspired more to become a better person....
>
> Every time when I think I'm going to explode from homework, tests or school in general, I

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[19]As part of the data collection effort, we sought to examine the PUSH-EXCEL correspondence files. We were able to examine only the files held as part of the records in the PUSH-EXCEL office, and these records were fragmentary. During the 1975-78 period, when the movement was at its height, there was extensive crossover between PUSH and PUSH-EXCEL. We did not have access to the PUSH archives. Even if we had gained access to the entire body of extant records, a complete reconstruction of responses would have been impossible. Much of the information that we sought was contained in correspondence having roughly the filing status of fan mail, and it was routinely discarded (or stored in unrecoverable places) after a few months.

> try to remember and cite the important points that you said....

Then there were the notes accompanying contributions to PUSH or to PUSH-EXCEL, the requests for more information, and in one case an order for placards that read,

> I will mail a money order by the middle of January so you can ship [the placards] to me. I will have to budget from my paycheck. You can see I am doing this on my own....

Finally, there were correspondents that indicated support for the program's ideas:

> We firmly believe that the ten underlying principles contained in the PUSH-EXCEL program are fundamentally important to our school and community....We are a racially integrated system, and we have every reason to believe that your message...will serve as the impetus and focus for a demonstrable surge in responsibility and commitment on the part of students....

MOMENTUM

By the end of 1978, Jackson and PUSH for Excellence had become a phenomenon unparalleled on the educational scene.

Many projects were getting concrete local support:

- Los Angeles, the most publicized of the operational sites, received a second year of funding from the Board of Education.
- The Louisiana State Legislature voted a $300,000 appropriation for a statewide project.
- The Chicago Community Trust and the Illinois Family Planning Council had made sizable grants to support the Chicago project.

Mobilization in places such as Chattanooga, Memphis, Indianapolis, and Denver was culminating in firm plans to go ahead with a program. The November 1978 Phi Delta Kappan,

the journal of the prestigious educational honorary society, ran a special supplement reporting highlights of the March conference at Howard.

Jackson had a full calendar of speaking engagements: March 30, the National Catholic Education Association; April 6, Chicago Area Reading Association; May 16, the Education in America Seminar at the Office of Education; June 13, the National PTA Convention; June 21, Florida Association of School Administrators; August 7, the Cooperative Conference for School Administrators; September 29, Teacher Association Day, Columbus, Ohio; October 5, United Negro College Fund; October 12, Oklahoma Education Association; November 13, Council of Chief State School Officers Annual Convention; November 20, National Alliance of Black School Educators; and also on November 20, the American Speech and Hearing Association.

The momentum continued in 1979:

- In February, the National Institute of Education (NIE) awarded the American Institutes for Research (AIR) a $725,000 contract to conduct a three-year longitudinal evaluation of the $3 million demonstration project.

- In March, New Orleans EXCEL hosted a Super Educational Rally at the Superdome. Over 65,000 parents, students, and community representatives gathered to hear Jackson speak. The next day, Jackson appeared before a joint session of the state legislature.

- In April, major figures in the entertainment world--among them Marlon Brando and Aretha Franklin--took part in the PUSH-EXCEL-A-THON at the Los Angeles Dodger Stadium. The audience was estimated at over 20,000 persons.

- In May, a PUSH-EXCEL news release announced a $500,000 grant from the Department of Labor for the coming school year. The award was for the Career Exploration Project (CEP), to be conducted in Chicago and Kansas City.

- In June, HEW announced that it had awarded PUSH for Excellence, Inc. a $700,000 contract, as part of an anticipated total of $3 million over 36 months.

- In July, Operation PUSH convened its Eighth Annual Convention--the largest ever in the history of the organization.

- Locally sponsored PUSH-EXCELs were structured and staffed in Shaker Heights, Ohio; Louisville, Kentucky; eight cities in Washington State; Rochester, New York; Greenville, South Carolina; and Indianapolis, Indiana.

By September 1979, Jackson's PUSH for Excellence movement had energized communities across the country. That month, however, Jackson took a highly publicized--and controversial--trip to the Middle East. A few local efforts, notably Louisiana's, came to a virtual standstill. The sites in the demonstration felt the backlash: local supporters raised questions as to how Jackson's politics would affect program affairs.

But the movement activities continued. Jackson went to Denver and Chattanooga to kick off the new programs. The December 1979 issue of Quest featured a cover picture of Jackson and a multi-page article on PUSH-EXCEL. In January 1980, he addressed a capacity crowd at the Baltimore Civic Center. His article on parental responsibility appeared in the September 1980 issue of the Saturday Evening Post.

During the 1979-80 school year, however, Jackson had begun to shift to other issues. The record shows him in low profile on matters regarding the educational climate in the nation's schools. Instead, he was vocal in Chicago affairs--from the selection of a new school superintendent to the fire fighter's strike. He was a key figure in efforts to calm local communities in the wake of riots in Miami and Chattanooga, and unsolved murders of blacks in Buffalo.

By fall of 1981, when the last school year of Federal funding began, the activities that constituted the PUSH for Excellence movement had diminished. Gone were the media articles that touted the message. Jackson's speaking engagements before audiences of professional educators had declined in number. There was little evidence that communities were clamoring to start PUSH-EXCEL programs.

But Jackson's message was still disseminated--in other ways, by different apostles. The most visible bearers of the message were actors in formal PUSH-EXCEL projects. Five such projects constituted the federally funded demonstration, the topic that we discuss in the next chapter.

4. The PUSH-EXCEL Project

In the fall of 1979, when the first full school year of Federal demonstration funding began, the PUSH-EXCEL project had two distinct characteristics. The first was the image evoked by the visions and expectations of the movement:

- that Jackson and his organization had a practical approach ("total involvement") that would stimulate massive grass-roots participation in the educational process;
- that the infusion of Federal and private funds would enable PUSH-EXCEL to develop fully its potential as a solution; and
- that the collective pushes of PUSH-EXCELs around the country would produce dramatic improvements in schools nationwide.

The second was the reality.

The fact was that PUSH-EXCEL still had no formula for getting results. Although the program had been operating in Kansas City, Chicago, and Los Angeles for at least two years, the total involvement approach remained a conceptual shell. Its major elements were a set of goals and objectives (Figure 1), a roster of suggested activities, and Jackson's ten principles. Its total manifesto was a 17-page brochure. The lessons learned from the established projects had not been recorded or disseminated. The dynamics of the total involvement process had not been explained. The how-to's of getting all the actors to do what each was expected to do remained to be developed.

National was the first to acknowledge that PUSH-EXCEL was still in a developmental phase. The staff envisioned many functions that it would perform eventually: providing technical assistance to the sites, coordinating local operations, disseminating information, promoting the program, and training staff. However, the mechanisms for providing such services were not in place. These were only plans--among

The Goals

1. Opportunity, for equal and quality education.
2. Atmosphere, conducive to positive learning.
3. Motivation, to excel against the odds.
4. Responsibility, to accept the challenges of life.

The Objectives

1. To establish a committee composed of school and community persons to advise and plan school activities as well as to assist in establishing policy and practices in target schools.
2. To improve students' self-esteem.
3. To improve the general learning environment of target schools.
4. To influence positively student occupational and social aspirations.
5. To improve school attendance and decrease school drop-out rate.
6. To decrease verbal and physical assaults among students and teachers.
7. To decrease school vandalism and related school crime.
8. To improve academic achievement. [1]

[1] EXCEL: The Developing Process of Implementation: 1979. Chicago: PUSH for Excellence, Inc., 1979, p. 5.

FIGURE 1. PUSH-EXCEL Goals and Objectives

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them a plan for the establishment of a PUSH-EXCEL Institute, which was to be the principal vehicle for program development and staff training; and a plan for a PUSH-EXCEL "Character Education Series," which would consist of materials for classroom use.

Although the local projects had requested (and expected to receive) services from the National Office, they could not wait for a fully articulated rationale and other materials. The sites were expected to implement their programs within the general framework that already existed, adding new components as they became available. And this in fact was what was happening. Each site evolved independently, and took on a character of its own.[20]

Chicago had settled into a pattern that characterizes the site to this day: sporadic activity in the schools, periodic community organizing around the school crises that occur with some frequency in Chicago, and the creation of student and parent organizations run from Operation PUSH headquarters.

Kansas City was rebuilding its base of local support. During the first year of the program's existence, the base had been solid: The project had the support of the Central [High] Alumni Association, faculty, and staff; and at least the tacit approval of the central school administration. These ties had been broken in summer 1978, when a dispute arose between National and the local director.[21] In the fall of 1979, the acting director was still trying to reestablish them. Another year would pass before Kansas City would begin mounting an active, coherent program in a school.

Los Angeles, under the direction of Cordell Richardson--the first National Director--had decided to develop a new and different role. After the Los Angeles United School District dropped PUSH-EXCEL from the FY-79

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[20]Throughout this chapter, we use the term "site" in reference to local projects. Typically, a site is composed of one or more schools. The reader is referred to Appendix B for a description of each site.

[21]See Appendix C for a discussion of the early history of the Kansas City project.

school budget,[22] the program decided to establish a center for technical assistance to the schools. With its share of the Federal funds, the PUSH-EXCEL staff would help the schools do the kinds of things that the program had existed to do: motivate students, improve parental participation, and generate community involvement.

The two new sites, Chattanooga and Denver, aspired to promote maximum local participation in program design and operation; hence the barebones conceptual schema provided by National was a plus. Both established school-based advisory councils to identify priority needs and recommend areas of program responsibility school-by-school, as specified in PUSH-EXCEL's statement of objectives. As of fall 1979, none of the other sites had done so.

Chattanooga and Denver were unique in another way also: They were the only demonstration sites that fulfilled two requirements considered by National as critical for a well-functioning program:

- support and commitment from school district leadership and in-school personnel; and
- ability and commitment to finance the project for a minimum of three years.

National recommended that AIR select these new sites for intensive study during the evaluation. NIE concurred and in September 1979, AIR staff began to track these programs as they developed. Our observations provide a first-hand account of PUSH-EXCEL's dynamics at the grass-roots level.

CHATTANOOGA AND DENVER

The similarities in the programs that were noted above were limited to the arrangements at start-up. As they evolved, the sharp differences between the two programs became apparent: in the settings in which they operated, in goals and strategy, and in structure.

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[22]The Los Angeles Case History, in Appendix D, presents a detailed account of events surrounding the project's loss of school system funding.

The Settings

Six schools were selected for the Chattanooga project: three junior high schools (Alton Park, Hardy, Orchard Knob) and three senior high schools (Kirkman, Howard, and Riverside). All of these schools are located in the urban core known as the "old city" and serve the most impoverished areas of Chattanooga. Black families with very low income levels are amassed in the public housing projects and low-rent districts that surround the schools. Two of them have a completely black enrollment; the others have enrollments predominantly of black students. Only two have a white enrollment of over 25 percent. When PUSH-EXCEL began, the schools had in common a set of problems that included poor attendance, below-norm performance on standardized achievement tests, low parental participation, and student apathy.

However, these schools were not blackboard jungles. The buildings were well-maintained and clean; most students were orderly. A number of programs were already in place to meet the needs of disadvantaged students. But Chattanooga planners believed that there was a role for PUSH-EXCEL. As the funding proposal stated: "This concept to promote excellence is seen as a vehicle for school personnel, parents, students, and community agencies to pool their efforts to better solve problems and assure total growth and development of this target group of young children."[23]

Denver's project included four schools: Steck Elementary (the only school in the demonstration serving younger students), Cole Junior High, and two senior highs, East and Manual. The schools' enrollments reflected the ethnic diversity that characterizes the site as a whole. Hispanic students made up five to ten percent of the population in two of the schools, and black enrollment ranged from 35 to 43 percent.

On the surface, these schools seemed to be unlikely candidates for a program directed at schools in trouble. Overall achievement levels were high. The schoolwide average on the SAT at Manual and East had for several years been above national norms. All four schools had well-equipped facilities, and the curricula included both advanced and remedial courses. PUSH-EXCEL's local planners and

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[23]An application and proposal for the PUSH-for-Excellence for the Chattanooga Public Schools. October 26, 1978, p. 2.

supporters, however, identified several problems that existing resources did not address adequately. These had to do with school processes such as lack of discipline and low standards; student behaviors such as poor attendance, low motivation, and lack of peer relationships; lack of communication between administration and staff, students, and teachers; and apathy among teachers, parents, and community members. These problems had become particularly pressing in the wake of the racial balance achieved through a desegregation program, which had begun in 1974. The Denver Public Schools (DPS) expected PUSH-EXCEL to foster cooperative problem-solving among all constituencies and upgrade the coordination and use of services for disadvantaged students.

Goals and Strategy

Both sites based their aspirations on the eight objectives defined by National (see Figure 1). Chattanooga adopted the entire roster, as stated; Denver developed its own versions:

- to develop students' self-esteem and self-direction;
- to positively influence students' social and occupational aspirations;
- to involve all aspects of the community with the PUSH-EXCEL schools;
- to provide support for students, parents, and school staff to carry out their pledges; and
- to improve academic achievement over a three-year period.

Further variation was introduced in the goals individual schools selected. Steck Elementary School in Denver, for example, proposed to meet the goals emphasized by the overall city program as well as its own set of objectives, including: (1) to show recognition for the accomplishment of pupils, staff members, parents, and volunteers; and (2) to improve the monetary and human resource support for expansion of existing programs and the adoption of new projects to enhance attitudes and learning.

Although the sites expected similar results, their strategies differed markedly. Chattanooga wanted its program to affect the whole school, not just a small subpopulation. The program also wanted to develop a base of neighborhood support for each school. In contrast, Denver's approach was to combine schoolwide activities with school and community support services for pledged students only.

Key Actors

At both sites, a small group of actors shared responsibilities for program design and implementation.

At each school, a teacher-advisor was designated to plan and coordinate activities in the building. In Chattanooga, teacher-advisors were to serve on a third-time basis; in Denver, they were full-time. Typically, teacher-advisors were school faculty who were to be relieved of regular classroom or administrative duties. Teacher-advisors reported to the principals.

In addition to the school-oriented teacher-advisors, there were also a number of community liaisons who were to perform a variety of functions related to out-of-school activities: initiate and follow up community contacts, involve parents in school and program activities, assist in planning and implementing rallies and other community events, and coordinate volunteer efforts. There were six community liaisons in Chattanooga. Each was assigned full time to one school. In Denver, each of two full-time liaisons was assigned to two of the four project schools. Liaisons in both sites reported to the PUSH-EXCEL directors.

Overall project management in Chattanooga was vested in a PUSH-EXCEL director and assistant director. A third member of the central staff, the School District Coordinator, was to take responsibility for the in-school program. In Denver, the PUSH-EXCEL director was to plan and implement community activities. The School District Administrator supervised all aspects of program operation.

Broad representativeness was an explicit goal in the formation of school advisory groups. These bodies, called governance committees in Chattanooga and school advisory councils in Denver, were to identify school-specific needs

and goals and to plan or recommend program activities. The principal was to take the leadership role. Student, faculty, parent, and community representatives were to be included.

Responsibility for policy and planning for the site as a whole was vested in an Advisory Board (Chattanooga) and an Advisory Commission (Denver). In composition, these groups mirrored the school advisory groups. Chattanooga's Board, however, also included the principals of PUSH-EXCEL schools, the Assistant Superintendent of Pupil Personnel, and a representative from the local chapter of Operation PUSH. Although the boards in both cities could exercise considerable influence in matters of policy, final authority for program operations rested with the public school systems.

Activities in the Schools

In fall 1979, both sites introduced activities that were to be the major vehicles for expected improvements in attendance, grades, attitudes, and the overall learning environment.

Chattanooga emphasized schoolwide events: homeroom attendance competitions, assembly programs, field trips, and a weekly broadcast, "Radio Goes to School." These activities were augmented with clubs and athletic teams for students with special interests.

Denver also conducted activities that were to be visible to the whole school, but the program focused on providing services for the pledged students, including one-on-one counseling sessions conducted by teacher-advisors, peer and group counseling sessions, and attendance tracking.

Throughout the 1979-80 and 1980-81 school years, the sites made adjustments in the school-based programs. New activities were introduced, and existing ones were either refurbished or dropped. By the end of the 1980-81 school year, both of the programs had developed extensive rosters of student activities, as shown in Figure 2. Some of the activities had been selected from lists suggested by National: the pledge, Report Card Pickups, and voter registration. Most, however, were created by the local programs. None of the activities was mandatory. Just as the sites had free rein in creating the program, the students could exercise considerable choice in matters of participation.

CHATTANOOGA

Alton Park Jr. High School

Regular Events

- Chronic Absentee Club
- Parent Volunteers (Disciplinary Monitor)
- Newsletter/Monthly Calendar Distribution
- Ceramic Club
- Block Parents

Special Events

- "A" Student: No Examinations
- Perfect Paper Auction
- PUSH-EXCEL Beauty Contest
- Talent Expo
- American History Week Special

Hardy Jr. High School

Regular Events

- Tutoring Program
- Chronic Absentee
- Basketball Team
- Newsletter
- Perfect Attendance

Special Events

- PUSH-EXCEL Week

DENVER

Stock Elementary School

Regular Events

- Clubs
- Computer Class
- Friday Special Activities
- Teacher Resources Shelf

Special Events

- Colorado Math League Contest
- Spelling Bee
- Fifth Grade Play
- St. Patricks Day Parade
- Great Books
- PUSH-EXCEL Planning Committee

Cole Jr. High School

Regular Events

- Happy Birthday Announcement
- After School Clubs
- Cole Buddy System
- 8th Grade Study Skills Committee

Special Events

- Career Day
- Science Fair/Plastic Models Contest
- Keep Cole Clean

FIGURE 2. Student Involvement Activities

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CHATTANOOGA

Howard High School

Regular Events

- Newsletter
- Governance Committee
- Adoptive Homeroom
- Honor Roll Certificate
- Star Roll Certificate

Special Events

- Perfect Paper Auction
- Martin Luther King, Jr. Essay Contest
- Guest Speaker
- College Visitation
- Open House

Kirkman High School

Regular Events

- Newsletter
- Governance Committee Meetings
- Perfect Paper Auctions
- Star Roll Certificates

Special Events

- Vocational Open House
- Class Enrichment (Use of Voting Machine, etc.)

DENVER

East High School

Regular Events

- PUSH-EXCEL Representation on Programs and Committees
- EXCEL Information Booth
- School Beautification
- Delegate Assembly
- Staff Advisement Board
- Faculty and Staff Information Sharing
- Student/Tutor Individual Counseling
- PUSH-EXCEL Positive Peers Club

Special Events

- Voter Registration
- Guardian Angels Breakfast
- Blood Donor Program
- Holiday Kiss Contest
- Reception for Student
- PUSH-EXCEL Student Support to Student Council Speakout
- Coffee Cake Conversation with Teachers
- Boy Scout Explorers Communication Workshop

Manual High School

Regular Events

- Individual Counseling
- Student Advisory Council
- PUSH-EXCEL Resource Center

Special Events

- Individual Counseling
- Lunch Breakaway
- Basketball Classic
- Dessert Dialogue

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FIGURE 2. (continued)

CHATTANOOGA

Orchard Knob Jr. High School

Regular Events

- Newsletter
- Certificate of Improved Grades
- Governance Committee
- Attendance Certificate
- Star Roll Certificate
- Honor Roll Certificate
- School Visitation

Special Events

- Perfect Paper Auction
- Field Trips

Riverside High School

Regular Events

- Report Card Pickup
- Buddy System
- Parent Visitation Night
- Parents in Excellence Meeting
- Perfect Paper Auction

FIGURE 2. (continued)

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This produced a striking contrast: In comparison to the length of the lists, the rosters of activities actually selected by individual students were short. In four schools in which AIR staff tracked a cross-section of students, the absolute level of participation was, on the average, only 1.5 activities per student in 1979-80.[24] This record improved the following year when the overall average rose to 2.5 activities. To get an idea of what these numbers mean in terms of actual participation, we show in Exhibit 1 the list of activities during the 1980-81 school year as claimed by each of 40 randomly selected students (ten from each school).

When we turned from in-school activities to PUSH-EXCEL's activities in the community, we found a similar picture of selectivity and contrasts.

Activities in the Community

During the first year of operations, both sites established the foundations for increased parental and community involvement. Chattanooga zeroed in on the neighborhoods surrounding each school: The program organized senior citizens to contact parents concerning major PUSH-EXCEL activities; hosted PUSH parties in the homes of parents; established tutoring programs in community churches; and organized parent associations. These activities attracted only a few participants, however. The biggest draw was the Report Card Pickup, conducted at the schools at the end of each grading period.

In Denver, a neighborhood focus was impractical. Because many of the site's students are bused, each school's "community" extended beyond the geographic confines of the surrounding neighborhoods. Hence, Denver went citywide. It published a newspaper, PUSH-Power: The News of Excellence, that was disseminated widely, and organized two Task Forces, one composed of a small number of ministers, and the other of an equally small number of parents. The activities were augmented by school-specific activities to involve parents. At Steck Elementary School, for example, the program published a

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[24] The schools were Howard High School in Chattanooga, and, in Denver, Cole Junior High School, East High School, and Manual High School.

EXHIBIT 1

Sample of Activities Reported by 40 Students in Four PUSH-EXCEL Schools

Howard	Cole	East	Manual
Student 1 Happy Grams	Student 1 Honor Roll	Student 1 Pledges	Student 1 Assemblies
Student 2 Happy Grams	Student 2 Photo Club	Student 2 Mock Election	Student 2 PUSH-EXCEL Assembly, Report Card Pickup
Student 3 Listen to Radio Goes to School, Field Trip to Six Flags Over Georgia	Student 3 Honor Roll	Student 3 PUSH-EXCEL Assembly, School Beautification	Student 3 PUSH-EXCEL Assembly, Pledges
Student 4 Perfect Paper Auction, Assemblies	Student 4 Career Day, Certificate of Achievement	Student 4 Progress Report, Van Derbur Assembly	Student 4 Report Card Pickup, Spirit Week
Student 5 Attendance Competition Field Trip	Student 5 Career Day, PUSH-EXCEL Assembly	Student 5 Honors, Pledges	Student 5 Report Card Pickup, Study Skills Workshop
Student 6 Parent-Student Concern Organization, Attendance Competition	Student 6 Photo Club, Career Day	Student 6 Student Pledge, Odel Berry Assembly, Vote for Staff Person	Student 6 Report Card Pickup, Honor Roll, Spirit Week
Student 7 Happy Grams, Report Card Pickups, Field Trips, Chapel Programs	Student 7 PUSH-EXCEL Assembly, Ski Club, Career Day, Certificate of Achievement	Student 7 PUSH-EXCEL Assembly, Student and Parent Pledges, Counseling, Voter Registration, Attendance Competition, Jr. Rep for PEEPP (Effective Positive Peers), School Beautification, Speakout, Holiday Kiss Contest, CCC	Student 7 Report Card Pickup, PUSH-EXCEL Assembly, Back to School Night
Student 8 Report Card Pickup, Chapel Programs, Perfect Paper Auction, Field Trip, Coke Parties	Student 8 PUSH-EXCEL Assembly, Photo Club, Career Day, Happy Birthday, Certificate of Achievement	3 students stated they had not participated in PUSH-EXCEL activities	Student 8 PUSH-EXCEL Week, Student Pledge, Report Card Pickup
Student 9 Happy Grams, Attendance Competition, Parent Pledge, Coke Parties, Assemblies, Student Pledges	2 students stated they had not participated in PUSH-EXCEL Activities		Student 9 Student Pledge, Individual Counseling, Report Card Pickup, Receive Newsletter, Spirit Week, 2 Study Skills Workshops
Student 10 Happy Grams, Voter Registration, Coke Parties, Perfect Attendance, Assemblies, Chapel Programs, Pledges			1 student stated he had not participated in PUSH-EXCEL activities

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monthly calendar for parents. It contained tips on how to improve the learning environment in the home and information on school events.

During the 1980-81 school year, the two sites increased their efforts to stimulate parent and community participation. Chattanooga broadened its neighborhood focus to include an extensive one-on-one approach. Community liaisons were to contact:

- Businesses, to solicit small goods to be used as student incentives and awards;
- Churches, to urge them to award scholarships, announce program activities in the church bulletin, and recognize achieving students from the pulpit;
- Community-based organizations and social service agencies, to suggest efforts that such groups might undertake on behalf of the schools; and
- Parents, to inform them about the child's progress and and to encourage them to get involved.

This strategy kept the community liaisons quite busy. From a complete set of daily logs compiled by one of the staff, we tallied the following evidence of personal contacts made during a 32-week period:

Parents	90
Churches	41
Businesses	18
Citizens Groups	9
Public/Private Service Providers	7
Media	7
Professional Associations	2
Educational Institutions	1

Denver community liaisons engaged in activities resembling those of their Chattanooga counterparts. However, the Denver liaisons had to cover a wider geographic territory--each was assigned to two schools, whereas in Chattanooga, the liaisons were based primarily in the neighborhood surrounding a single school.

In their year-end program assessments, both sites pointed to signs that parents and the community were getting involved, but Chattanooga's neighborhood strategy had produced the greater payoffs. In comparison to Denver and the other demonstration sites, Chattanooga had the most extensive roster of individual, business, and church donors to PUSH-EXCEL. The roster showed over $8,500 in cash contributions, including $2,400 in scholarships awarded by churches; 53 individual volunteers who made sustained inputs of time and effort; and 20 persons in businesses who participated in school events.[25]

Promoting the Program

Behind the scenes, the sites wrestled with the usual problems of a new program. One had to do with establishing PUSH-EXCEL's presence in the schools and the wider community. Because participation in the program was entirely voluntary, visibility was crucial. Parents would not come to a Report Card Pickup if they were ignorant of its existence. Likewise, a student could not select a program activity without knowing that it was there.

In matters of promotion, the sites--specifically, the directors--received solid training from National. At one of the Director's Conferences that took place during the school year, Jackson's press aide conducted an extensive workshop packed with tips on the how-to's of handling the media, writing press releases, and making effective oral presentations.

The program dealt with publicity in a number of ways. The PUSH-EXCEL directors, for example, gave briefings before organizations, business representatives, and church congregations. This strategy added up to a considerable workload for one of the directors; his logs for a 13-week period showed the following face-to-face contacts, in terms of type and frequency:

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[25]This excludes the local funds raised to match the HEW grants.

Media	24
Public/Private Service Providers	15
Business Representatives	5
Citizens Groups	5
Professional Associations	4
Social Action Groups	3
Educational Institutions	1

For the same period, comparable data on speaking engagements show:

Television Interviews	5
Professional Associations	3
Radio Interviews	3
Churches	2
Citizen Groups	1

In addition to this marathon outreach by the director, staff delivered public service announcements, prepared items for local newpapers, and appeared on television talk shows. In the schools, information booths were set up and bulletin boards were covered with PUSH-EXCEL notices and paraphernalia.

Interview responses from teachers and students indicated that the promotional strategies were effective; in the schools, PUSH-EXCEL was widely known. The program still had much work to do with the parents, however; on the average, half of those that AIR staff interviewed had no knowledge of PUSH-EXCEL in 1980. The following year, about 30 percent were still unaware of the program.

A major objective of the promotion--spreading the ideology that stimulating excellence was everyone's job--was not met, however. Among the parents, students, and teachers that know of the program, PUSH for Excellence was viewed as something that "they," the paid staff, were supposed to accomplish. This reflected one of the major issues that emerged from observations at the grass-roots level: the roles of key actors.

Clarifying Roles

On paper, the duties of the PUSH-EXCEL staff seemed clear. In practice, they were a source of ambiguity for much of the first year of operation. Teacher-advisors were often

at a loss as to what they should do and how often. Community liaisons expressed uncertainty about the proper use of their time: Should they be in the school, serving as extra hands? Or should they be out in the community? There were also questions as to the chain of command. Were PUSH-EXCEL directors, who showed up in the organizational charts as extensions of National, to report to school district officials? How much authority did the principals have over community staff?

Denver tried to resolve such issues through a mid-year retreat, where staff engaged in exercises to clarify roles and boost morale. Eventually, a directive was issued that community liaisons were to work primarily in the community. The teacher-advisors would bear the responsibility for the school-based component.

Chattanooga discussed staff roles at a year-end retreat, in June 1980. A consensus was reached that the community liaisons--the major source of debate--would spend part of their days in the school working on attendance problems and program activities. The rest of the day would be devoted to community functions. To achieve balance in the schedule, the work day was restructured. Instead of a 9-to-5 routine, the community liaison would work from 10 to 6.

Had National been set up to assist the sites in matters of local operations, the issue of role definition would have been an ideal candidate for some form of intervention. The kinds of problems that Chattanooga and Denver were experiencing were not new to PUSH-EXCEL. Los Angeles, whose structural approach served as the model for the new sites, had debated the same questions of staff responsibility and lines of authority. But National did not have a mechanism for trouble-shooting local problems and suggesting solutions to them. National's activity in the sites had been confined almost exclusively to contract negotiations and kick-off events. Little feedback was given in response to reports the directors submitted periodically to National.

National could also have been of assistance on another issue that sites raised often: Where do we go from here?

Maintaining the Momentum

Throughout the 1979-80 and 1980-81 school years, the programs faced the problems of keeping alive the initial excitement generated by Jackson and the local actors. After the intensity of the first year's kick-off events, the widespread media promotion that signaled PUSH-EXCEL's arrival and continuing presence on the scene, and the enthusiastic responses to Jackson and local "impact educators,"[26] the stage was set for a real let-down among students. One parent described the reactions her child experienced soon after the program began:

> Jackson's a real magnet. Basically, he has a very good idea. What I am seeing...his ideas are not being implemented. In Chicago things are being implemented. Here it's just a word. There is no follow-through. There were some changes in our son and they just fell flatter than a pancake....PUSH was like a last straw for him. He sincerely thought someone was interested in him. He said one day "I'm going to get a good grade in math because I'm in PUSH-EXCEL." I contacted the teacher-advisor who was busy with a program activity instead of what I wanted. She said I'm busy with the activity--after it's over we'll keep in touch. I've never heard from her.[27]

In the schools, the problem of follow-through was tied in part to one practical constraint associated with doing new things in schools: There are limits as to the number and kind of activities that can be added to the existing school program. The staff constantly had to work around this. As the program took shape, what emerged were activities that created minimal disruptions in the regular schedule and that were--apart from the PUSH-EXCEL label--often indistinguishable from things the school had already tried.

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[26] PUSH-EXCEL defines "impact-educators" as individuals who have exemplified excellence in their own lives and who have high visibility and credibility among youth.

[27] This quotation comes from one parent who was interviewed in the spring of 1980. Chapter 5 discusses the parent samples and data collection procedures.

informed the school of this situation. Later the policy was changed so that payment of fees and distribution of cards took place on separate occasions.

In other instances, the program had to compete with existing parent and community activities that were to meet basic survival needs. Many of the parents worked and simply could not get to the school during regular hours. Other parents reported that they had tried to do things in the home, but had given up as their children became older and more independent.

Other community actors were willing to help, but needed more time to carve out suitable roles. One group of ministers, for example, took almost a full year to define its identity and purpose.

Again, these problems were not new to PUSH-EXCEL. Chicago, Kansas City, and Los Angeles had all struggled with the problem of sustaining community and parental participation. But it was not until March 1980--when the first year of the demonstration was nearly over--that National decided to put the experiences of the sites to work.

NATIONAL'S EFFORTS

One catalyst for action on the National scene was the first interim report that AIR submitted for NIE and program review in February 1980. In the report, we wrote:

> Conceptually, PUSH-EXCEL is still less of a "program" than a movement. The objectives of PUSH-EXCEL are reasonably clear. The broad mechanisms for reaching those objectives have been laid out. But the specifics whereby the mechanisms can be expected to work are still largely tacit....
>
> Operationally, PUSH-EXCEL is equally in a developmental mode. Local staff and school districts cite delays in receiving funds from the National Office. Communication channels are disrupted frequently by changes in

Among teachers, on whose support and participation the program hoped to rely, reactions were mixed. From one school came these comments from four different teachers:

> I think my feelings about PE have changed this year. Last year I was very anti-PE because they just had activities and really were just interpreting academics, but now they are working in particular with those students who have attendance problems. I've noticed a change in attitudes. My colleagues have a more positive attitude toward PE.
>
> In our school it does not work. The children have lost interest. I think the first semester (1979), they had interest. The teachers have lost interest, there is too much "crap" involved in it, too much busy work. If some of these teachers haven't told you, they are lying because we all sit around and talk about it.
>
> Very beneficial. Without it, it would make our job much harder and the kids would probably fall down even farther.
>
> I think the program has accomplished a lot so far, but there is still a lot to do. We aren't getting to the parents and the community as we should be doing. It isn't for lack of trying but it takes a lot.[28]

In the community, the program confronted other barriers to greater participation by parents and the community. Sometimes such barriers had to do with competing demands made by the program and the school, as the following vignette illustrates:

> At a school advisory meeting, a community liaison expressed his concerns about a very low turnout at the Report Card Pickup. He had learned that many parents stayed away because they could not afford fees that were collected before the cards were released. PUSH-EXCEL

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[28]These four comments were made by teachers in the interview sample. See Chapter 5 for a discussion of the sample.

personnel and staff responsibilities.[29] Training and in-service workshops for staff seldom go beyond presentations of the program philosophy and airings of implementation problems.

We cited concerns that had to do with our appraisals of PUSH-EXCEL's efforts to move forward, including: PUSH-EXCEL's failure to take advantage of experiences among the sites; the quality of the National Office's monitoring procedures; PUSH-EXCEL's difficulty in working in and through local institutions; and the increasing divergence between the program's premises and its operations.

We suggested that National had four options. It could

- continue the movement activities, with little systematic follow-up on responses to them;
- discontinue the movement, but develop a generalizable program using the movement ideology as a foundation;
- stimulate local initiatives via a movement, follow the responses, and leave the sites to develop autonomously; or
- implement its stated plan--to conduct a demonstration program along with a movement.

National, the sites, and HEW concurred with our assessment of the situation. In March, the program's HEW officer convened a meeting of representatives from NIE, PUSH-EXCEL, HEW, and AIR. Priorities were established: Program development was at the top of the list.

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[29]Throughout the demonstration, there was frequent turnover at the National Office and at the sites. For example, during the first 18 months of the Federal Evaluation, three different individuals served as National Director. However, the current Director has served since fall 1980.

Translating ideas into action programs takes time, however. Although National mounted an aggressive developmental effort,[30] it was started too late to be of practical utility to the sites during the demonstration period. As we noted in subsequent reports,[31] Chattanooga and Denver continued to build strategies that they had defined on their own. Los Angeles' plan turned out to be unworkable and in May 1981, the PUSH-EXCEL office closed quietly. Chicago continued as a community-based operation, with extra efforts from National to keep the program alive in the ten component schools.

By the time the final year of Federal funding began in fall 1981, all of the sites were more automomous than ever before. Kansas City had restablished its base in one school, and the principal endorsed the program enthusiastically. The PUSH-EXCEL director continued the strategy that she had developed during the previous year. Denver and Chattanooga were totally independent. They still had local funds, and as they had requested in spring 1981, their Federal funds came directly from Washington, instead of National.

In February 1982, as the National Office began the process of phasing out the Federal funds, program development was still underway: The staff was still defining the operations that would turn Jackson's vision of total involvement into reality.

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[30]The effort included a substantial upgrading of training for PUSH-EXCEL directors and modification of the PUSH-EXCEL strategy. The nature of that strategy and the steps for implementing it were spelled out much more explicitly than ever before. The documents describing the substantive changes are a Primer (released during the 1980-81 school year) and an Implementation Guide, still in draft.

[31]Murray, S.R., Murray, C.A., Kumi, L.M., & Rouse, W.V. The national evaluation of the PUSH for Excellence project, Technical Report 2: Implementation. Washington, D.C.: American Institutes for Research, November 1979.

Murray, S.R., Murray, C.A., Parham, P.A., Kumi, L.M., & Gragg, F.E. The national evaluation of the PUSH for Excellence project, Technical Report 3: The program, the school, and the students. Washington, D.C.: American Institutes for Research, March 1981.

SUMMARY: THE LEVEL OF INVOLVEMENT

Before we turn to the evaluation of the project, it seems necessary to extract from the preceding chronologicial record summary statements about local involvement, PUSH-EXCEL's principal route to expected impact:

- From the perspective of the regular school staff, PUSH-EXCEL was another innovation that had to prove its worth.

- From the perspective of the parents and the community PUSH-EXCEL was an episodic affair: a small number of high visibility events each year, and occasional contacts from the program itself.

- From the perspective of the students, PUSH-EXCEL was seldom part of daily routine. The activities were discrete, the intervals between them often long.

In short, the audiences that PUSH-EXCEL wanted to engage knew about the project. But the intensity of their participation in PUSH-EXCEL was low.

5. Design of the Evaluation

As suggested by the preceding history, three distinct phenonomena fall under the general PUSH for Excellence label: Jackson's crusade, the events that constituted the movement, and the federally funded demonstration project. This created an unusual, nearly unprecedented environment for the evaluation. Evaluations are accustomed to evaluating programs, not history. Yet, as we put it in the Evaluation Design:

> PUSH-EXCEL cannot be understood as a program only. It is also a movement based on an inspirational message. That message is delivered by one of the few authentically charismatic speakers on the contemporary scene, and one who has for many blacks a special credibility and moral authority.
>
> Given this, the evaluation must recognize that PUSH-EXCEL has a route to impact that by-passed all of the usual trappings of a social action program: Impact can occur simply because someone has listened to Jackson's speeches and has been motivated to act.[32]

The Federal Government was funding a program, and the mandate established for AIR was to evaluate the program. This decision was inevitable. Technically, an evaluation of the movement would have been presumptuous. Evaluation technologies are inadequate to the task. Substantively, the Federal Government was not paying for a movement; it was paying for a program, and needed to make decisions about the program. The major purposes of the evaluation were to aid the program's development and to inform decisions about the program. The evaluation design reflected those priorities.

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[32]Murray, S.R., & Murray, C.A. The national evaluation of the PUSH for Excellence project: The evaluation design. Washington, D.C.: American Institutes for Research, 1979, p. 8.

THE APPROACH TO THE

When the evaluation was desig EL was not yet a program as that term is generall PUSH-EXCEL program was to be developed as it ng imple- mented. Hence, the evaluation was accommodate (and support) changes in strategy for program implementation.

The evaluation began with the ale developed by AIR in the design phase of the s described in Chapter 1. The rationale covered ategic inten- tion of the PUSH-EXCEL project and uestions to be addressed by the evaluation. Howe lopment and implementation of the project were be much more complex than we could reflect in t onale. Many sequences of events would be occur eously. We planned to expand the rationale to the principal chains of intervening events as th lved.

This incremental approach was capture changes that the program generated easonably con- fident statements about the role o in producing them, and to maximize the diagnost ne information in strengthening the program. As n proceeded and data on the initial segments b le, the dialogue would shift from the gaps ctions in the rationale toward feedback based on expected that this feedback would be of value in actice in some instances, and standardizing pract . In addition we planned to treat the unplanned lways occur as part of demonstration programs, no of error but as needs to be met by PUSH-EXCEL w tal inputs to keep the process going.

This point bears repeating: trategy was that PUSH-EXCEL would continue to et of related activities and that AIR would eval an incremen- tal basis. The goal was to achiev gram implemen- tation that would allow a fair tes EL's concept and strategy.

What data should be collected ur purposes? From a strictly theoretical standp llection should stay in step with the devel program. Early on, we would focus on detail c process in- formation and ignore issues of imp ter, when the program had solidified, would we b nsive task of

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collecting and analyzing the longitudinal survey data necessary for estimating impact levels. But practical considerations dictated otherwise. If the program were successful and did produce impact on student behavior within the life of the evaluation (as all hoped), then survey data had to be collected from the outset, to provide the essential baseline measures. Thus we began to collect survey data on outcomes as soon as practicable (the spring of 1980), leading the target of those data collection efforts, the assessment of impact.

We used the basic rationale developed by AIR as a guide for selecting the appropriate measures of outcomes. They fell into two broad categories: indicators of "involvement" and indicators of "impact."

Indicators of Involvement

We sought to assess the extent to which PUSH-EXCEL stimulated the participation of students, parents, teachers, and the community, both in the program's activities and in aspects of the regular school program.

The indicators we selected as appropriate are shown in Figure 1. Results were presented in the three interim reports.

Indicators of Impact on Students

We reserved the term "impact" to refer to the more ultimate, long-term effects that motivated the program. We grouped the impact indicators under the program goals: motivation, responsibility, atmosphere, opportunity, and achievement. We added a sixth construct, "investment," which we defined as any voluntary expenditure of time, effort, or money to pursue legitimate opportunities, in hopes of a future return. Investment was the immediate behavioral consequence of what PUSH-EXCEL wanted to accomplish. It was not achievement itself, but trying to achieve.

The indicators we used for each of these outcomes will be discussed in Chapter 6, which presents the results of the impact assessment.

INVOLVEMENT

	Assessment Indicators	Data Sources
• **Parental Involvement**	a. Attendance at school functions for parents	Observations Interviews: Parents School archives
	b. Attendance at school functions in which child is participating	Observations Interviews: Parents School archives
	c. Behaviors to enforce study hours at home	Interviews: Parents
	d. Behaviors to enforce attendance	Interviews: Parents, students
	e. Contacts with teachers and other school staff	Interviews: Parents, school staff
	f. Spontaneous efforts to organize other parents, conduct fund-raising activities, provide resources for students, etc.	Interviews: Parents, school staff Newspapers and community newsletters Critical incidents
• **Community Involvement**	a. Number of interactions between PUSH-EXCEL and community groups	Interviews: PUSH-EXCEL staff, representatives from community groups PUSH-EXCEL files
	b. Attendance at meetings	Interviews: PUSH-EXCEL staff, representatives from community groups
	c. Fund-raising results	Interviews: PUSH-EXCEL staff, representatives from community groups
	d. Changes over time in number of participants, level of activity, intensity of activity	Interviews: PUSH-EXCEL staff, community actors
	e. For each involvement activity, the match between the actual participants and the targeted population	Interviews: PUSH-EXCEL staff, community actors
	f. Spontaneous efforts (i.e., efforts not specifically suggested or encouraged by PUSH-EXCEL) to address local needs	Interviews: Newspaper and community newsletters
• **School Involvement**	a. Retrospective accounts of changes in school atmosphere and general environment	Interviews: Principal, teachers, students
	b. Perceptions of PUSH-EXCEL	Interviews: Principal, teachers
	c. Contacts with students' parents and other community members	Interviews: Teachers, parents community actors
	d. Knowledge of school and community resources	Interviews: Teachers
	e. Contributions to the formulation and promotion of school standards	Interviews: Principal, teachers
	f. For each involvement activity, changes over time in number of participants, level of activity, intensity of activity	Interviews: Principal, teachers
	g. For each involvement activity, the match between the actual participants and the targeted population	Interviews: Principal, teachers, students

FIGURE 1. Measurement Chart for Program Outcomes

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IMPACT ON STUDENTS

	Assessment Indicators	Data Sources
• **Atmosphere and Opportunity**	a. Appearance of school grounds	Observation
	b. Teacher expectations for student performance and behavior in school	Interviews: Teachers, students
	c. Dissatisfaction and boredom among students	Interviews: Teachers, students
	d. Teachers' sense of personal efficacy	Interviews: Teachers
	e. Perceptions of school spirit, traditions, and norms	Interviews: Teachers, students, principal
	f. Perceptions of the physical environment	Interviews: Teachers, students, principal
	g. Teachers', students' fears of violence in the school	Interviews: Teachers, students
	h. General noise and activity level in the school	Observation
• **Motivation**	a. Extent to which students perceive that their efforts will produce rewards	Interviews: Students Internal-external locus of control scale
	b. Students' expectancies that they will obtain the jobs they want	Interviews: Students
	c. Level of aspiration to careers	Interviews: Students
	d. Self concept of academic ability	Interviews: Students
• **Responsibility**	a. Efforts to assist family and community members (e.g., baby-sitting, participation as volunteer in hospital)	Interviews: Students, parents
	b. Efforts to promote standards of conduct among peers	Interviews: Students, parents Critical incidents, peer nominations
	c. School attendance	School archives
• **Investment and Achievement**	a. Efforts to get part-time or summer jobs	Interviews: Students, schools, employment service center counselors
	b. Choice of electives	School archives Student interviews
	c. Efforts to go to college or post-high school training program	Interviews: Students, counselors PUSH-EXCEL staff
	d. Efforts to obtain information regarding careers	Interviews: Students, counselors, PUSH-EXCEL staff
	e. Efforts to increase social skills	Interviews: Students, parents PUSH-EXCEL staff
	f. Efforts to improve personal appearance, health, and hygiene	Interviews: Parents, students
	g. Use of personal monetary resources for long-range goals	Interviews: Parents, students
	h. Grades	Transcripts

FIGURE 1 (continued)

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THE STUDENT SAMPLES

The strategy for student sampling had to consider two important factors. We described them in the Evaluation Design, as follows:

> We might suggest several elaborate strategies for selection of the student samples. But we know that none is likely to result in representative groups of classical experimental-control comparisons. Two factors are especially important.
>
> The first is the difficulty of obtaining parental permission for student participation. In an analogous evaluation, for example, we sent permission requests to 120 parents of a randomly selected group of students. The requests were for 30-minute interviews to be held during the school day. Twenty-seven parents granted permission and only 25 of the students could be located for the scheduled interviews. The self-selection factor, which operates on the level of parents and students, is obviously too great to treat the approved group as representative.
>
> The second factor is that student participation in PUSH-EXCEL is a continuum, not a yes/no condition. For example, in a given school, a small group of students may be active voluntarily in one or more PUSH-EXCEL activities, a larger group may attend an annual event (e.g., a Reproductive Health Conference), or any student late for school may be referred to a PUSH-EXCEL tardy program. PUSH-EXCEL activities are open to any student, at any time, and a student who does not become directly involved in an activity may benefit from changes that occur in the school (e.g., an improved atmosphere) or may be honored by PUSH-EXCEL for excellence in some activity.
>
> To address these issues, we will implement the following procedure for sampling students:

- select random samples of 10th graders from the 12 schools; and
- sample with replacement until parental permission has been obtained for the desired sample size (100 students per school).[33]

The final plans called for random samples of 8th and 10th graders, 100 per school. Comparison groups were to be formed within the sample, with level of participation as the basis for identifying differences in outcome.

Sample Types

We designed two types of samples for our interview data. The first was a sample for which detailed information would be collected during interviews with both the students and their parents. The interviews, which were conducted in spring 1980, fall 1980, and spring 1981 were held in each of these schools:

Alton Park Junior High School, Chattanooga
Howard High School, Chattanooga
Riverside High School, Chattanooga
Cole Junior High School, Denver
East High School, Denver
Manual High School, Denver

The students, who were 8th or 10th graders when the first interview was administered, were designated as the intensive sample.[34] Its purpose was to provide detailed data on the entire range of program outcomes, including parent involvement.

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[33]Murray, S.R., & Murray, C.A. The national evaluation of the PUSH for Excellence project: The evaluation design. Washington, D.C.: American Institutes for Research, 1979, p. 8.

[34]A group of students at Manley High School in Chicago was interviewed during spring 1980. However, because the program implementation in the Chicago schools was minimal in fall 1980, NIE and AIR decided jointly to collect no further information on these students. Plans for the collection of impact data were revised to include Chattanooga and Denver.

The second sample was to be less intensive, and based on a structured self-report questionnaire. It was administered in spring 1980 to a cross-section of 10th graders at Kirkman High School in Chattanooga. A second administration took place in spring 1981. The students in this school constituted the standard sample.[35] Its purpose was to provide data on program outcomes that were presumed to affect the entire student population.

Sample Selection

The difficulties in obtaining parent permissions exceeded even our pessimistic projections. The samples were then reduced still more by attrition. The results were as follows.

The Chattanooga schools from which the intensive samples were to be drawn had 8th or 10th grade populations of 250 students or fewer. It was decided that permissions would be requested for all students in these grades. The response was extremely low (approximately 50 responses to 550 requests). The first follow-up consisted of mailing a simplified request letter to the non-respondents. This was accompanied by briefings to students on the evaluation and reminders by homeroom teachers to students to return signed permissions. This procedure yielded only a slight increment in the initial response rate. The third step was to telephone parents; and finally, on-site data collectors went door-to-door to make in-person requests.

At the standard school (Kirkman), requests were mailed to all 375 of the 10th grade students' parents. Follow-up procedures were identical to those for the intensive schools with the exception of door-to-door requests.

The following shows the baseline sample sizes for which permission was obtained at each of the schools:

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[35] In spring 1980, the questionnaire was administered to students in Chicago Vocational High School, and Central, East, and West High Schools in Kansas City. A second administration in spring 1981 was canceled when NIE and AIR decided to continue the evaluation as planned in only two sites.

	Size of Sample	% of 8th or 10th Grade Class
Alton Park Jr. H.S.	45	24 (8th)
Kirkman H.S.	63	17 (10th)
Howard H.S.	85	34 (10th)
Riverside H.S.	20	15 (10th)

The Denver public schools gave AIR a list of IDs for the 8th and 10th grade classes at the three schools in the evaluation. From the 10th grade lists, stratified random samples of 250 students per school were drawn. The stratification cells were based on the racial/ethnic breakdown of the class populations. Permission letters were sent to parents of students in these samples. Because there were only 240 students in the 8th grade class, letters were sent to parents of all 8th graders.

Follow-up on the initial letter of permission consisted of telephone calls. This procedure yielded fewer than 150 10th grade students per school. Accordingly, reports were sent to the parents of 125 additional 10th grade students at Manual and 200 additional 10th grade students at East (both figures constituted virtually the remainder of the 10th grade population). These reports also were followed by telephone calls to parents who did not respond.

The following shows the baseline sample sizes for each school:

	Size of Sample	% of 8th or 10th Grade Class
Cole Jr. H.S.	88	37 (8th)
East H.S.	109	18 (10th)
Manual H.S.	77	20 (10th)

Table 1 shows the breakdown of students by race and sex, for the samples in Chattanooga and Denver.

Sample Attrition

The schools in which PUSH-EXCEL worked were generally characterized by high dropout and absentee rates, producing substantial attrition in the original samples. The following shows the size of the samples in spring 1980 and spring 1981:

TABLE 1
Race and Sex Breakdowns for Interview Sample

SCHOOLS	RACE				SEX	
	Black	White	Oriental	Hispanic	Male	Female
Howard (n = 53)	53	0	0	0	27	26
Kirkman (n = 33)	21	12	0	0	12	21
East (n = 84)	36	4	3	41	38	46
Manual (n = 68)	11	52	2	3	34	34
Cole (n = 71)	18	46	3	4	39	32

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School	1980 Sample	1981 Sample	% Attrition
Alton Park J.H.S.	45	(x)	Dropped
Kirkman H.S.	63	33	52.0
Howard H.S.	85	53	37.6
Riverside H.S.	20	(x)	Dropped
Cole J.H.S.	88	71	19.3
East H.S.	109	84	22.9
Manual H.S.	77	68	11.7

In the Denver High Schools, most of the attrition was caused by dropout or prolonged suspension of students in the sample. These factors accounted for 21 of the 25 students lost from the East sample, 6 of the 9 students lost from the Manual sample, and 13 of the 17 lost from the Cole sample. In Chattanooga, a variety of problems interfered with the samples: dropout, prolonged absences or suspension during the data collection period, disappearance of parental permission slips from the school files, and refusal of students to participate in the interviews. When it became apparent that the samples at Alton Park and Riverside would be too small to permit analysis, subsequent interview activity was terminated.

In the four sites used for the quantitative analysis of interview data in Chapter 6, attrition claimed 83 of the 361 students in the original sample (23.1 percent). The crucial question becomes: What were the differences between the 276 we interviewed in the spring of 1981 and the 83 we did not?

We compared the two groups on the basis of archival information and responses to the first interview, focusing on seven variables or clusters of variables:

- average time spent on homework,
- self-reports of disciplinary hearings,
- employment history,
- ratings of the school environment,
- certainty of graduating,
- self-perceptions of academic standing,
- self-reports on inclass behaviors, work performance, and tardiness,

- grade point average (GPA), and
- absences as recorded in the school records.

The interview responses were indistinguishable on all of the items except average time on homework (self-report), which was slightly lower for the attrited students than for the ones who remained in the sample. The difference was statistically significant only at East.

The major distinction between the attrited group and the others are the predictable ones: absences were higher and grades lower among the attrited students. Absences were conspicuously higher ($p<.001$) for all of the Denver schools, but not for Howard in Chattanooga (because only a relatively small proportion of the attrition was caused by dropout). GPAs were significantly ($p<.01$) lower in Howard and East.

The implication is that poor performers in the baseline sample are underrepresented in the impact analysis. This does not irretrievably contaminate the results: the level of baseline performance is explicitly taken into account in the pre-post comparisons. Insofar as some poor performers remained in the sample, the inferences to be drawn are generalizable, albeit with caveats.

This is not intended to pass off the attrition as unimportant. If the analysis had indicated that PUSH-EXCEL was highly effective, the discussion of possible spuriousness because of attrition would have been a major topic. But the spuriousness introduced by attrition in this case could be expected to have falsely inflated positive results rather than hidden them. In the event, the analysis showed very little change (positive or negative), and the problems of interpretation were therefore relatively minor. It is difficult if not impossible to concoct a plausible scenario whereby the attrition hid true effects.

THE PARENT AND TEACHER SAMPLES

Parents of students in the intensive sample were interviewed if they had agreed also to participate in the evaluation, and if interviews could be scheduled. Sample sizes were as follows:

	Number of Parents	
	Spring 1980	Spring 1981
Howard H.S., Chattanooga	77	51
Cole Jr. H.S., Denver	38	23
East H.S., Denver	54	32
Manual H.S., Denver	33	24

Twelve to 15 teachers in each school constituted the initial teacher interview samples. Stratified random samples of ten teachers were selected in each Denver school. In the other sites, simple random samples of ten teachers per school were selected. In all sites, each principal was asked to select five additional teachers to augment the sample. The sample sizes were as follows:

	Number of Teachers	
	Spring 1980	Spring 1981
Howard H.S., Chattanooga	15	9
Cole Jr. H.S., Denver	13	5
East H.S., Denver	15	10
Manual H.S., Denver	13	7

INTERVIEW PROCEDURES

Students in the intensive sample were interviewed individually during regular school hours. To maintain confidentiality, interviewers recorded student IDs, and not names, on the interview instrument (Exhibit 1, Appendix F). Names were recorded on separate 2x3 cards, which were given to the students when the interview was over. The student questionnaire (Exhibit 2, Appendix F) was administered in group sessions.

Parents were interviewed in their homes. The interview protocol is shown in Exhibit 3, Appendix F.

Teacher interviews were conducted individually during the school day. Exhibit 4, Appendix F, shows the interview instrument.

ARCHIVAL DATA

Archival data collection consisted of a general acquisition of program documentation (including minutes of meetings, reports produced by PUSH-EXCEL staff, newsclippings, and promotional literature) and searchers of school files for attendance data on students in the samples. In some instances, the schools forwarded to AIR copies of official school records, such as transcripts.

OBSERVATIONAL DATA

AIR staff and on-site data collectors (in Chicago, Chattanooga, and Denver) had extensive opportunity to observe PUSH-EXCEL. These included observation of school-based activities and activities in the community. Exhibits 1 through 6, Appendix G, are examples of data collection forms completed by members of the evaluation team.

> results. The immediate behavioral consequence of what PUSH-EXCEL is trying to accomplish is not achievement itself, but trying to achieve.[37]

We therefore incorporated into the evaluation design instrumentation for assessing the extent to which increased effort--"investment"--was occurring among students, parents, and teachers. This is one case in which the process--"total involvement," as PUSH-EXCEL called it--was important independently of whether the more ultimate effects on student achievement were observed.

Thus the intentions at the outset of the evaluation. As data collection got underway at the end of 1979, it was discovered that the level of activity at the sites was low. In March, 1980, we released a progress report in which we wrote,

> None of the six sites we are following can be said to have approached anything approximating a settled program....Program development and administration have been undertaken in fits and starts, or not at all. As this report has indicated, these program functions have lagged so far behind that PUSH-EXCEL is in danger of becoming not a movement and a program, but only a movement.

By the fall of 1980, as we prepared to collect the second round of data, it was becoming increasingly unlikely that program development would proceed at a pace that would make the impact data meaningful. In September 1980, in Report No. 2, we wrote:

> We cannot attach odds; judging from the history of the program and the nature of the changes that are underway, the most likely course of events is continuing development, but not an integrated program that warrants an impact evaluation during the 1980-81 school year.

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[37]Murray, S.R., & Murray, C.A. The national evaluation of the PUSH for Excellence project: Evaluation design. Washington, D.C.: American Institutes for Research, 1979, p. 10.

And we recommended that the evaluation continue its role in the program development process, but defer impact data collection until it could be determined whether an evaluable program had been put in place.

It was decided to continue with the evaluation as planned. Given the attention to the evaluation by the press, it seemed likely that to back off from a full-scale evaluation would be tantamount to killing the program. All agreed that this would be premature.

Our best guess about the course of events turned out to be reasonably accurate, as described in Report No. 3 and in the preceding chapters of this report.

We review this history because it explains much about the nature of the analysis of program impact that follows. Ordinarily, this would be among the longest, most detailed sections in the report. It would be among the most closely read. The judgments to be made about the level of impact, and whether that level meets standards of cost-effectiveness, would be among the most difficult to reach. This impact analysis has another flavor. Although the sites conducted activities as described elsewhere, the level of the average student's contact with these activities was quite low. For most of the students we interviewed, the PUSH-EXCEL activities did not add up to an intervention that could be expected to produce measurable effects. This state of affairs creates two problems.

First, and obviously most important, it led to a data base that in fact did not show a general pattern of improvements on the measures that we employed. Most of the analyses--and the ones reported here are only a small portion of the total effort--showed no changes, or ones that were the result of random fluctuation.

Second, it means that we are in a position of seeking changes among subgroups, teasing them out of the data. This creates severe problems of attribution when we do observe changes. In nonexperimental research, much of the persuasiveness of statements that "X caused Y" depends on the analyst's ability to show a close correspondence between the fact of the observed change and the fact of an intervention--an independent variable--that could plausibly be expected to produce the change. In research with many variables and many possible subsamples, it is also the case that a number of the analyses are bound to show statistically "significant"

changes. Some of these will occur just because, when "significance" means a .05 probability level, five out of every hundred test statistics are likely to produce a "significant" result. Other changes will be found because so many things other than the intervention are acting to change the environment. In the case of the PUSH-EXCEL evaluation, many different actors besides PUSH-EXCEL were trying hard to improve the schools, and many social forces independent of PUSH-EXCEL were acting to change the way that the schools and students function. Finally, when we use "level of participation" in PUSH-EXCEL as a variable, in an effort to examine subgroups for which PUSH-EXCEL was a major event, some of the changes we observe will be confounded by the self-selection factor whereby certain types of students are more likely to be active in PUSH-EXCEL than other types of students.

The analyses that follow are not devoid of interest. Sometimes we found changes that we think are not only positive, but may well have been related to PUSH-EXCEL. But the problems we have just outlined preclude confident statements about the meaning of these positive signs.

Below, we present a discussion of the analytic approach, and present the results that will enable readers to examine the record for themselves.

APPROACH TO THE ANALYSIS

Our general approach was sequential, employing the following steps:

1. Is there evidence of change (positive or negative) in the sample as a whole?

For these analyses, we employ standard difference-of-means, difference-of-distribution, or difference-of-proportions statistics, as indicated by the nature of the variable. We compare the spring 1980 and spring 1981 interviews. The fall 1980 interview data are not included in the results presented here (although a full battery of analyses was conducted) because the student's situation in the fall--newly back in school, at the outset of a year rather than at the end of one--introduced too many elements that made responses noncomparable with the spring responses to the same items. The results are presented for each school (or, in the case of the regression analyses, "school" was included in the

equations). The programs differed so greatly among schools that, as we anticipated in the design, aggregation of results across schools was not generally suitable.

Programs differed within schools as well as across schools. That is, most of the activities were ones in which only some students participated. A respondent's exposure to PUSH-EXCEL might consist of attendance at a single rally or of active participation in a dozen events. This disparity in the "treatment" within schools led us to the second major step in the analysis:

2. Is there evidence of change when the level of participation in PUSH-EXCEL is introduced as a covariate?

These analyses are usually in the form of regression equations. The spring 1981 value of the item in question is the dependent variable. Independent variables are the spring 1980 value of that item, the participation index (the total number of PUSH-EXCEL activities that the student reported participating in), and the school, represented as three dummy variables with Cole (the middle school) as the reference group.[38] The most common additional variable is grade point average (GPA), for analyses in which the academic performance of the student is a likely source of variance.

In the discussion that follows, we present first the results for the samples as wholes, then briefly recapitulate the results of the analysis of participation.

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[38]Dummy variables are a standard way of incorporating the effects of categorical variables into a regression analysis. For example, the dummy variable for Howard High School has a value of "1" for all respondents from Howard, and a value of "0" for all others. The reference group (Cole, in this instance) has a value of "0" for all cases.

ATMOSPHERE AND OPPORTUNITY

Improving atmosphere--the environment for learning--is one of PUSH-EXCEL's major goals, and typically the first target of change in a local program's initial stages. The program insists that higher achievement can take place only when certain conditions exist:

- discipline and order in the school building;
- high levels of school attendance and persistence in staying in school;
- high expectations for student achievement; and
- active parental support of students' achievement efforts.

PUSH-EXCEL considers one other condition--opportunity--so vital that the program has given it the status of a goal. Opportunity refers first to the resource base that supports learning and other efforts, and second, to the life chances that make striving worthwhile. The latter depends on changes in the overall social and economic environment that the program could not directly affect. In the following discussion, we consider opportunity as an aspect of atmosphere in the school.

We examine PUSH-EXCEL's impact on atmosphere from the perspective of teacher, parent, and student perceptions about the school. The attitudinal measures were augmented with official school data on indicators of general morale in the school: absenteeism, suspensions, and attrition rates.

Student Perceptions and Norms

We measured student perceptions of the environments in the school on two dimensions. The first, "ethos," refers to one of PUSH-EXCEL's major themes: that academic achievement, participation in constructive activities, and good citizenship should have the same (or higher) status as other traits valued by adolescents (e.g., being popular or athletic). The second indicator consisted of students overall ratings of the school.

The results on both sets of indicators are summarized in Figure 1, where "+" and "-" denote statistically significant changes (positive and negative, respectively) and "0" denotes no significant change. The details of the results are discussed for each measure separately.

Outcome	Howard	East	Manual	Cole	Total
1. Positive change in ethos					
A. Increased endorsement in selected traits that make for popularity:					
• Academic achievement	–	+	0	+	+
• Good citizen	0	0	0	–	–
• Active in extracurricular activities	0	0	0	0	0
B. Increased in endorsements of traits giving status:					
• Academic achievement	0	0	0	0	0
• Good citizenship	0	0	0	0	0
• Active in extracurricular activities	0	0	0	0	0
C. Increased higher endorsement of selected traits giving low status:					
• Academic problems	0	0	–	0	0
• Not active in school activities	0	0	0	0	0
• Drug and alcohol abuse	0	0	0	0	0
2. Positive overall perception of school	0	0	0	0	0

FIGURE 1. Direction of Results in Achieving Atmosphere Outcomes: Student Perceptions

To capture a flavor of the ethos among students, we asked these open-ended questions:

- "What does it take to be popular in this school?"
- "Are there certain types of students who tend to have high status or be looked up to?"

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- "Are there types of students who tend to be looked down on?"

Table 1, Appendix E, shows the percentages of students that endorsed each of seven popularity traits. Three of them--academic achievement, good citizenship, and participation in extracurricular activities--are ones that PUSH-EXCEL would like to see valued more highly. The remaining four--athletic achievement, personality, physical attractiveness, and "having lots of friends"--are customary traits, included as a basis for comparison.

The direction of results, as Figure 1 shows, revealed a pattern of decreased percentages of students endorsing academic achievement at Howard, and increased percentages endorsing this trait at East and Cole. With the exception of Cole, where the percentage of students mentioning good citizenship declined from spring 1980 to spring 1981, there was no significant changes in the endorsements of good citizenship and participation in extracurricular activities.

Table 2, Appendix E, shows the results in the "high status" question. We examined the findings for increased endorsements of academic achievement, citizenship, and participation in extracurricular activities. As the summary in Figure 1 shows, no changes occurred from spring 1980 to spring 1981.

The question, "Are there types of students who tend to be looked down on?" elicited varied responses. The main categories were:

- academic problems,
- not active in school activities, and
- drug and alcohol abuse.

The general result (Table 3, Appendix E) was that virtually all of the types that predominated in the spring 1980 survey received lower percentages of endorsement in 1981. As Figure 1 shows, however, the changes were insignificant with one exception: At Manual the percentage of students endorsing academic problems as a low status trait decreased from spring 1980 to spring 1981. This analysis embraced types that "should" have gotten higher according to PUSH-EXCEL's objectives (academic problems, not active in school affairs, drug abuse), and those that should have been unaffected.

Student ratings of the school were obtained in ten dimensions: school pride, school spirit, participation by parents, participation by the community, the school building and facilities, curriculum, the principal's interest in the school, cooperation among students and staff, the students' enthusiasm for learning, and cleanliness of the school grounds. For each dimension, respondents used a five-point scale, with "5" indicating "very high." An index was computed by summing the scores. Its reliability was .73 (Cronbach's coefficient alpha).

Student ratings in spring 1980 were slightly above average. As Table 4, Appendix E shows, the ratings remained virtually the same in the spring 1981 interview. It follows that the students' ratings on both ethos and school characteristics did not reflect the changes that PUSH-EXCEL sought to achieve.

Schoolwide Suspensions, Absences, and Drop-out Rates

The schoolwide results were provided to us as completed calculations; we are unable to comment on their statistical significance. Figure 2 summarizes the raw changes.

	Howard	East	Manual	Cole	Kirkman
Attrition					
1977-78 to 1978-79	+	+	+	••	+
1978-79 to 1979-80*	–	+	–	••	+
1979-80 to 1980-81	+	+	+	••	–
Suspensions					
1977-78 to 1978-79	••	+	–	+	–
1978-79 to 1979-80*	0	+	+	–	–
1979-80 to 1980-81	–	+	+	+	–
Average Daily Absences					
1977-78 to 1978-79	0	+	0	–	0
1978-79 to 1979-80*	–	–	+	+	+
1979-80 to 1980-81	+	+	+	+	+

* First year of program

•• Data not reported

FIGURE 2. Direction of Results in Achieving Atmosphere Outcomes: Schoolwide Indicators

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The "+" indicates a positive result (e.g., lowered absences); a "-" indicates a negative result. (Tables 5 through 7, Appendix E). As Figure 2 indicates:

- For East and Manual, a previous trend toward lowered suspension rates continued concurrently with PUSH-EXCEL's implementation; at Cole, the reduction in suspensions was dramatic from 1979-80 (from 18.0 to 7.3); and at Howard, suspensions increased by 7.3 points during the two years of PUSH-EXCEL's presence. At Kirkman, there was an upward trend during this period.

- The three high schools all showed decreasing drop-out rates. Data were not provided for Cole. The decrease had been a three-year trend (started one year before PUSH-EXCEL) at East and, at Manual and Howard, a two-year trend that occurred concurrently with PUSH-EXCEL's implementation.

- During the second year of the program, absences had decreased at Howard and Kirkman and at the three Denver schools.

Overall, the magnitude of the changes was slight, ranging from an average of approximately 1 percentage point on absences from 1979-80 to 1980-81, to an average of 2 percentage points on attrition and suspension. Similar schoolwide changes were obtained in other PUSH-EXCEL schools in Chattanooga, Kansas City, and Chicago (Table 8, Appendix E).

Teacher Perceptions

Teachers were interviewed at each of the intensive schools to obtain a qualitative account of the environment for learning in the school and the level of parental involvement. The accounts we heard in 1980 and in 1981 were not perceptibly different.

Teacher perceptions of the students. Regarding the students, the views of teachers at Howard and their counterparts in Denver differed markedly. The contrasts had to do with perceptions of what most of the students in the school were

> I am making one [a contribution]. I should hope it's positive. To some it may be negative. I hope I'm giving them a very basic background in the subjects I teach. This year I'm not involved in decision making. When you are involved there's a slight chance you can have an impact.

In no instance did we find teachers ascribing changes in the school atmosphere to PUSH-EXCEL, nor otherwise indicate their perception of a general change (positive or negative) in the school environment.

Parental Perceptions of the School

Parents were asked. "What do you think of the school?" AIR staff coded the open-ended responses into three categories: positive, neutral, and negative. The overall results, shown in Table 9, Appendix E, were in the direction of an increase in the percentages of parents who viewed the school favorably. At Howard, the changes were statistically significant. At Cole, the percentage of parents whose responses fell into the positive and negative categories decreased from spring 1980 to spring 1981; changes occurred in the percentages of parents whose attitude toward the school was mixed.

In both years the majority of parents responded "yes" to the questions "Does the school try to get parents to participate in school activities?" and "Has anyone from the school contacted you in the last year?" As the summary in Figure 3 shows, no statistically significant changes were obtained in the analyses.

	Howard	East	Manual	Cole	Kirkman
Image of the school	+	0	0	–	NA
Level of involvement	0	0	0	0	NA

FIGURE 3. Direction of Results in Achieving Atmosphere Outcomes: Parental Perceptions and Involvement

like. At Howard, teachers described the students as "typically inner-city." The following comment sums up the general views:

> I think it's an inner city Black situation with very, very low motivation and low, very low achievement levels. Most of the kids come out of the projects and feel they'll always be there. They have a very low frustration level with no "stick to it"-ness. They are like any other kids; they'll try to get away with what they can. We've got some good kid[illegible] really good kids.

In Denver, the typical student was viewed as motivated and interested in school, but teachers cited salient differences among certain groups in the student population. From a teacher at Manual:

> The majority are motivated and have positive attitudes. There is a number for whom school doesn't provide meaning or purpose.

and at East:

> We still have extreme groups that are labeled accelerated classes (mainly Anglo) and modified classes, remedial classes that are still mostly minorities.

In both cities, teachers cited poor attendance rather than discipline as the major problem among students.

Sense of personal efficacy. In both years, the teachers in Denver and Chattanooga rated highly their ability to influence students. Many Denver teachers, however, commented that their influence in school affairs was minimal. The following comments from two different teachers sum up the overall views:

> Yes. I can affect students by influencing and redirecting attitudes. In a bind, the students come to me and sometimes I can circumvent the bureaucracy. With the school I've given up influencing. I try to work around it.

Although the parents had favorable impressions of the school, their reported levels of involvement in school activities was low--on the average, less than one activity. Changes across the two interviews were insignificant (Table 9, Appendix E).

Summary

PUSH-EXCEL's presence in these schools had little impact on the atmosphere or opportunity dimensions. A very optimistic interpretation of the data might attribute some of the improvements in the schoolwide indicators of absenteeism, suspension, and dropout. But the changes were small to begin with, and the size of PUSH-EXCEL's contribution dubious. On the other indicators, we observed no pattern of change, positive or negative.

We observed other changes that are not reflected in standard indicators of school climate. One had to do with management in individual schools. While changes occurred in school leadership in both sites, the issue seemed particularly salient to people in Chattanooga. We noted references to ineffective leadership in advisory council meetings, in parent comments, and in other documents produced at the site. When school opened in fall 1981, three of the principals in PUSH-EXCEL schools had been replaced. Insofar as we have been able to determine, in two of the schools PUSH-EXCEL and its supporters had a role in advocacy for a change. Such events are not amenable to statistical analysis. Even a qualitative reconstruction leaves unresolved whether the association with PUSH-EXCEL is causal or fortuitous.

IMPACT ON MOTIVATION AND RESPONSIBILITY

Motivation and responsibility refer to dynamics PUSH-EXCEL believes to be crucial in each student's personal quest for excellence. The desired outcomes embrace heightened aspirations, belief or expectancy that success is possible, and personal accountability for learning and conduct. The research instruments sought to capture the extent to which the program had an effect on each one.

Aspirations and Expectancy

We asked students if they planned to graduate from high school, what they aspired to do immediately upon graduation, and the careers they wanted to have in the future. Other questions referred to student perceptions of the extent to which they could reach their goals:

> "How well do you expect your academic performance this year will compare with others' in your class?"
>
> "How certain are you that you will actually graduate?"
>
> "Do you think it is better to plan your life a good way ahead, or would you say life is too much a matter of luck to plan ahead very far?"
>
> "When you do make plans ahead, do you usually get to carry out things the way you expected, or do things come up to make you change your plans?"
>
> "Have you usually felt pretty sure that your life would work out the way you want it to, or have there been times when you have not been sure about it?"
>
> "Some people feel they can run their lives pretty much the way they want to; others feel the problems of life are sometimes too big for them. Which ones are you most like?"[39]

For each outcome, the direction of results from spring 1980 to spring 1981 is shown in Figure 4. The means for each indicator are shown in Tables 10 through 13 in Appendix E. The changes are few. Those that occurred form no interpretable pattern. This is not surprising, given the conclusion that

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[39]The list of four items each have an "internal" and "external" response, with "internal" denoting a sense of control and efficacy with regard to the outside world and the future. They were treated as an additive index.

we reached in our report on the baseline state of affairs:[40] there seemed little need for PUSH-EXCEL to raise aspirations or expectancies. They were already high, often unreasonably so given the student's academic performance. To some extent, it is not clear that increases in these indicators were either realistic (given the high baseline) or desirable (given that aspirations and expectancies should obtain some realism along with optimism).

Outcome	Howard	Kirkman	East	Manual	Cole
MOTIVATION					
1. Heightened self-concept of academic ability	0	+	0	0	0
2. Certainty of graduating from high school	+	+	0	0	+
3. Plans					
• Continue education	0	+	0	0	0
• Find job	0	0	0	0	0
• Join military	–	0	0	0	0
4. Heightened aspirations to careers	0	0	0	–	–
5. Increased sense of personal control over future	0	NA	0	+	0
RESPONSIBILITY					
1. Decrease in disruptive in-class behaviors (self-report)	0	0	0	0	0
2. Improved in-class work habits (self-report)	0	0	–	–	0
3. Decrease in disciplinary hearings with parents (self-report)	0	NA	0	0	0

FIGURE 4. Direction of Results in Achieving Motivation and Responsibility Outcomes: Spring 1980 to Spring 1981

[40] Murray, S.R., Murray, C.A., Parham, P.A., Kumi, L.M., & Gragg, F.E. The national evaluation of the PUSH for Excellence project, Technical Report 3: The program, the school, and the students. Washington, D.C.: American Institutes for Research, 1981.

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Personal Accountability for In-School Behavior

Measures of responsibility included self-reports of conduct in three areas: decorum in the classsroom; behaviors associated with academic work, such as assignments and tests; and incidence of disciplinary hearings involving the parents. The direction of results is summarized in Figure 4 and described briefly below.

In-class behavior. Three items were combined in an index of self-reported classroom behavior: arguing with the teachers, "goofing off" in class, and "doing things that you know will make the teacher angry." Students rated themselves in one of five categories ranging from "never" to "almost every day." For purposes of identifying students who reported a problem, we categorized them according to whether they answered "about once a month" or more often in any of the items. The percentages of responses by school are shown in Table 14, Appendix E. The Denver schools showed an increase in incidence; at Howard, the students reported that they were less disruptive than before; at Kirkman, no changes occurred. However, as Figure 4 shows, the changes were insignificant.

In-class work habits. The next cluster of items examined self-reported in-class work habits. The items were: coming to class unprepared, cheating on tests, turning in sloppy assignments, copying someone else's work, and turning in incomplete assignments. The results, obtained with the combination rule used in the preceding analysis, are shown in Table 15, Appendix E.

The same pattern prevails: no change at Kirkman, decreases at Howard, increases in the Denver schools. As the summary in Figure 4 shows, the changes were statistically significant in East and Manual.

Self-reports of disciplinary hearings. We asked students "Have your parents been called in to a disciplinary hearing with the principal in the last school year?" As Table 16, Appendix E shows, fewer than 25 percent of the students answered yes to this question in spring 1980, not significantly different from the figure for spring 1981.

INVESTMENT AND ACHIEVEMENT

One of PUSH-EXCEL's central hypotheses is that students will start increasing and sustaining their efforts to achieve once the preconditions of motivation, responsibility, atmosphere, and opportunity have been met. AIR described the desired outcomes as investments, with an investment behavior defined as

> any voluntary expenditure of time, effort, and money to pursue legitimate opportunities, in hopes of a future return.

The indicators included: time spent on homework; efforts to achieve future goals; use of money earned for long-term goals; absence rates; self-reported attendance problems; individual attrition rates; individual suspension rates; and academic grade point average (GPA).

Figure 5 summarizes the direction of results.

Outcome	Howard	Kirkman	East	Manual	Cole
Time spent on homework	0	0	0	0	0
Efforts to achieve future goals	+	+	+	+	–
Uses for saved money	0	NA	0	0	0
Reduced absences	0	NA	0	–	0
Reduction of self-rated attendance problems	0	0	–	–	–
Employment	0	NA	+	0	0
Participation in enriching extracurricular activities	0	0	0	0	0
GPA					
1978-79 to 1979-80	0	NA	+	0	–
1979-80 to 1980-81	0	NA	0	0	–
1978-79 to 1980-81	+	NA	–	0	–

FIGURE 5. Direction of Results in Achieving Investment and Achievement Outcomes

The basic findings were:

Time spent on homework. We asked the students to report the amount of time they typically spent on homework, on a six-point scale ranging from "none" to "three hours or more." The mean values are reported in Table 17, Appendix E, with the percentages of students reporting that they regularly completed their homework. As Figure 5 indicates, the samples showed no overall change. On the average, students in both years reported spending less than one hour per day on homework.

Efforts to achieve future goals. We asked students what steps they had taken to achieve their post-high school plans. Response choices, presented as a checklist included: talk to PUSH-EXCEL staff, take courses, do volunteer work, visit local businesses, talk to guidance counselor, visit college or vocational school, write for information (e.g., catalogues, applications), and take entrance examinations. The results shown in Table 18, Appendix E, indicated the raw number of preparatory steps the students had taken increased significantly in all schools but Cole, where there was a significant decline in activity. In interpreting these numbers, it must be remembered that the students in the three high schools were all getting closer to graduation, and some increase in behaviors to plan for the future should be expected independently of any other factor.

Another source of confusion in the results is the overlap between career preparation and PUSH-EXCEL's own activities. Some of the activities that were mentioned as career preparation were also activities sponsored by PUSH-EXCEL. The overlap could not be disentangled. But this does not wholly invalidate the analysis: If PUSH-EXCEL encourages students to plan for their futures, and many of the opportunities to do so are events sponsored by PUSH-EXCEL, it is questionable whether deleting those events from the measure is more realistic than including them.

Attendance. For members of the samples at Howard, East, Manual, and Cole data from official transcripts were obtained on the number of absences from school in 1979-80 and 1980-81. The average numbers for each school are shown in Table 19, Appendix E.

The data indicate that absences increased during 1980-81 at all four schools, from an average of 14 in the spring of 1980 to 17 in the spring of 1981. The increases were

insignificant in all schools but Manual, where the average number of days absent increased from 13.2 to 17.5. But it must also be remembered that sample students who dropped out (21 at East, 7 at Manual, 16 at Cole, and 8 at Howard) are not included in the calculation. This selection artifact whereby the worst-attenders are omitted from the analysis must be assumed to minimize the real increase in absences.[41]

Self-ratings of attendance behavior. The index measure for attendance behavior was created from: tardiness to school, tardiness to class, and skipping class. Students rated themselves in one of five categories ranging from "never" to "almost every day." To identify students who reported a problem, we categorized them according to whether they answered "about once a month" or more in any of the three. The results by school are shown in Table 20, Appendix E.

The direction of results (Figure 5) was negative in the Denver schools, where statistically significant increases occurred in the percentages of students reporting a problem. For these schools, the average percentage was 43 in the spring of 1980 and 62 in the spring of 1981. At Howard, there was a slight, insignificant decrease in the percentages of students reporting a problem. There were no changes in percentages at Kirkman.

With the exception of Howard, the increases in self-reported attendance problems are consistent with the increases calculated from official reports obtained in the transcripts. Taken together these results on attendance among the sample students are negative for PUSH-EXCEL.

Employment. Employment is an ambiguous indicator. Much depends on opportunity, which fluctuates widely with the economy. Much depends on whether the student has free time--a student who is intensively involved in extracurricular actvities and studies may forego a job. But enough of a general relationship between "effort to get ahead" and a part-time job in high school remains to make an examination of the indicator worthwhile. The basic results are shown in Table 21, Appendix E. Overall, only 30 percent of the combined samples were working in the spring of 1980. The percentage increased insignificantly in the spring of 1981 to approximately 35.

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[41]See the discussion of the sample attrition problem in Chapter 5.

Within schools, as shown in Figure 5, only East students showed a statistically significant increase in the percentage who reported working. As of spring 1980, the rate was 28.6; one year later, it was 42.9.

Participation in enriching extracurricular activities. From a comprehensive list of after-school activities that students reported, two judges independently selected five that could serve to enhance knowledge and skills. They were:

- joining school clubs and organizations;
- attending plays;
- reading for pleasure or for information;
- visiting museums; and
- going to movies.

As Figure 5 shows, there were no statistically significant changes in the average number of activities students reported.

Summary

The analyses reported above did not show a general pattern of improvement on the measures that we employed. With the exception of efforts to achieve future goals, which increased significantly in four of five schools, and absences, which increased despite a selection artifact, there were no changes that could not be most easily interpreted as random fluctuation. Even the changes in the exceptions admit of other, equally plausible explanations.

Such findings would constitute evidence of PUSH-EXCEL's ineffectiveness but for one condition: Students in the samples were not exposed to a uniform "treatment." Participation in PUSH-EXCEL activities was largely a decision that students made on their own. The exception was school-wide events, such as assemblies, that would be difficult for a student to avoid.

In effect, the students created their own, individualized program. Did those who reported intensive involvement show more improvement than students who did not? To answer this question, we examined student outcomes in relation to level of participation.

TABLE 1
Level of Participation

Schools	Mean Number of Activities
Howard	
Spring 80	1.3
Spring 81	2.5
$p < .01$	
East	
Spring 80	1.8
Spring 81	1.9
$p <$ NS	
Manual	
Spring 80	1.6
Spring 81	1.9
$p <$ NS	
Cole	
Spring 80	1.4
Spring 81	2.5
$p < .01$	

THE LEVEL OF PARTICIPATION AND STUDENT OUTCOMES

We constructed an index of student participation in PUSH-EXCEL activities, using a simple count of the activities each student checked on a list presented during the two interviews. Table 1 shows the results in terms of the mean number.

In all of the schools except East, the level of participation increased significantly during 1981. Even after the increase, however, the absolute level of participation had a mean no higher than 2.5 for any of the schools. The overall mean was only about 1.5 activities during the 1979-80 school year and about 2 during the 1980-81 school year.

Even these numbers are probably inflated. The administration of the questions made it easier to claim participation falsely than to fail to mention participation that did occur. But even as they stand, the numbers reflect very low levels of involvement with PUSH-EXCEL. For most of the students we interviewed, the PUSH-EXCEL activities did not add up to an intervention that could be expected to produce measurable effects.

The findings. What did the record show? The summary of relationships obtained in the analyses (Tables 22 to 27, Appendix E) is presented in Figure 6. Level of participation had a statistically significant effect,[42] in the direction of greater improvement, on the following outcomes:

- certainty of graduating,
- belief in personal efficacy,
- efforts to achieve future goals,
- lowered suspension rates at Cole, and
- grade point average.

Marginal ($p < .10$) relationships were found for the self-concept ability and self-ratings of in-class work habits.

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[42]The relationships were obtained after the effects of grade point average, school, and baseline values were taken into account.

Level of Participation:

Positively Related To	Unrelated To
	Motivation Outcomes
• Certainty of graduating from High School • Increased sense of personal control over future	• Heightened academic self-concept ($p < .07$)
	Responsibility Outcomes
	• Self-reported low incidence of disruptive classroom behavior ($p < .20$) • Responsible academic behaviors ($p < .10$)
	Atmosphere Outcomes
• Lowered rates of suspension (Cole only)	• Endorsements of traits giving popularity • Endorsements of traits giving high status • Endorsements of traits giving low status • Overall perception of school environment
	Investment and Achievement Outcomes
• Increased efforts to achieve future goals • Improved grades	• Increased efforts to study • Current employment • Decreases in self-reported attendance and tardiness problems (86)

* Effects of GPA, baseline value, and school were controlled in all analyses.

FIGURE 6. Summary of Relationships of Level of Participation in PUSH-EXCEL and Program Outcomes*

A variety of explanations can be offered for these findings, as in all analyses of soft data in a nonexperimental setting. One set involves the analytic approach. The use of regression analysis with these data is subject to numerous technical objections that are being argued out in the professional literature. Our stance is that (1) regression analysis with ordinal dependent variables (the major objection) has proved generally robust, but that (2) we are uncomfortable using regression results with these data to identify breakdowns and cross-tabulations. The table in which we present the GPA means by level of PUSH-EXCEL participation (Table 28, Appendix E) is an apt case. Statistically, the relationship exists. It is difficult to find by looking at that table. This is another way of saying that we are dealing not with large main effects, but with indirect, tenuous ones.

This leads to the second set of objections: that the changes we have shown could be explained away by appealing to a number of sources of spuriousness. The self-selection factor is a major problem. Perhaps the students who become active in PUSH-EXCEL were ones who were on their way up, and PUSH-EXCEL was simply another vehicle for improvement. But the argument is difficult to sustain in the face of the controlling role played by GPA. At the high school level, GPA may not be an especially good indicator of academic excellence, but we believe it to be an excellent indicator of "trying" combined with some success in trying. If the effect of participation in PUSH-EXCEL remains after taking GPA into account, then we must posit a very efficient self-selection process indeed if we are to discount the results for that reason.

Further, we conducted analyses of participation in PUSH-EXCEL in relation to five variables that might logically have been expected to reveal self-selection biases: participation in other extra-curricular activities, in-class behaviors, class attendance, work performance, and employment history. The only relationships observed were between participation and in-class behavior. These were statistically significant but weak (correlation coefficients for the separate behaviors ranging from -.14 to -.16, $p<.01$). And they were in the "wrong" direction; that is, they indicate that students with slightly higher incidence of behavior problems were tending to participate in PUSH-EXCEL. In short, we found no reason to believe that the results of the participation analyses could easily be attributed to a spurious relationship between tendency to participate in

PUSH-EXCEL and tendency to be model students or otherwise to exhibit the characteristics of generally active, upwardly mobile students.[43]

Finally, it could be argued that we are observing a Hawthorne effect:[44] The students who saw themselves as active in PUSH-EXCEL also thought they "ought" to be answering the questions in certain compatible ways. But a Hawthorne effect is in some respects what PUSH-EXCEL is all about. A major part of Jackson's argument is the power of self-concept and expectations. And the responses to the questionnaires did not bear the hallmarks of a "set." And the effect of participation was observed in grades as obtained from the school records. Calling these results a Hawthorne effect and dismissing them for that reason is too simplistic.

Our best estimate of the results is that, when students participate in many of the kinds of activities that PUSH-EXCEL mounted, some of them respond in some of the ways that PUSH-EXCEL hoped. As Chapter 4 discussed, the problems associated with mounting large numbers of successful activities and engendering broad participation in them are not solved, nor is it clear that solutions are possible. It leaves the analysis roughly where we started: with optimism that a successful PUSH-EXCEL can affect some students over the long haul in ways that Jackson's speeches affected them over the short haul, but without a case in which this was demonstrated to be feasible for a school as a whole or even for large numbers of students within a school.

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[43]The qualitative record also suggests that PUSH-EXCEL attracted a heterogeneous group of students. We examined a random sample of parent and student interviews for 20 low participators (5 per school) and 20 high participators (again, 5 per school). Both participant groups contained students who varied on employment history, parental attitudes, involvement in extracurricula activities and other dimensions. Quantitative analyses for the full sample showed no differences in success orientation as a function of level of participation.

[44]The Hawthorne effect (named for the Hawthorne plant of the Western Electric Company) refers to effects which occur because of the unintended consequences of a study. In those instances workers performed at increased levels of productivity, regardless of the treatment administered, because they felt positively reinforced by management simply by being selected for the study.

7. Summary and Conclusions

For three years, we observed PUSH for Excellence: as a federally funded demonstration and as a movement. We consider both of these aspects in this concluding chapter.

THE FEDERAL DEMONSTRATION

This aspect of PUSH for Excellence was intended to transform the ideas disseminated through the movement into grass-roots efforts that would improve student attitudes and performance. However, the mechanism to get results, Jackson's "total involvement" approach, was never fully translated into an agenda for a program.

In the three years that preceded the Federal demonstration's start-up in fall 1979, the National Office and staff in the initial sites--Chicago, Los Angeles, and Kansas City--had many ideas about what total involvement could be in practice. Certain activities were tried in the schools. Goals and objectives were defined. But these elements were not integrated as a plan of action for taking parents, students, and other key actors from the point of initial involvement to sustained efforts that might have made the concept a reality.

When the demonstration began, there was the appearance of a plan of action. It was spelled out quite explicitly in the Request for Proposals to evaluate PUSH-EXCEL. But this plan turned out to be mainly paper. It was just one of the many plans that were considered at various times by the various actors. In reality, PUSH-EXCEL was still groping for a strategy at the time the demonstration began, and it continued to grope throughout the life of the Federal project. The sites were left largely to their own devices, and they responded by developing activities that seemed to them to be useful and appropriate, and consistent with their understanding of what PUSH-EXCEL was all about.

The results have been the topic of this report. The many strands--the descriptions of the activities that were introduced, the analysis of the level of participation in these activities by the typical student, the analysis of changes in the outcome variables--may be pulled together in a summary sentence: PUSH-EXCEL as a program never constituted a "cause" large enough to plausibly produce an "effect." The average student's awareness of and involvement in PUSH-EXCEL was nearly nil.

The struggle to develop a coherent program was predicted, observed in progress, and documented step-by-step. All of us knew from the outset that the history of social action programs, and especially educational programs, has been one of trial and error. In the evaluation of PUSH-EXCEL, we went further than any prior evaluation had gone in trying to build on this knowledge, and turn it to our advantage. We tried to use the demonstration and its evaluation as a vehicle for promoting program implementation. We viewed a strengthened program, not a set of dismal numbers, as the primary goal.

But we failed. The people responsible--meaning PUSH-EXCEL, the local sites, NIE, and AIR--made little progress, either separately or jointly. We offer the following observations about the reasons why:

Organizations tend to keep on doing what they do best; and what PUSH-EXCEL did best was competitive with the requirements of systematic program development. We have recounted the broad array of administrative problems that plagued PUSH-EXCEL, from staff turnover to excessive workload to lack of expertise. The common denominator of this diverse array was a mismatch of skills to mission. The expertise and enthusiasms of most of the senior PUSH-EXCEL staff were invested in organizing and implementing the type of activist events for which the Rev. Jackson and his organization had become famous--attempts to achieve specific, immediate goals, whether they be civil rights legislation or jobs for teenagers or voter registration. This expertise enabled PUSH-EXCEL to achieve certain successes that would be wholly beyond the capability of the typical Federal contractor. (We will describe these subsequently, as we discuss the effects of PUSH-EXCEL as a movement.) But the very charisma on which these successes depended was antithetical to the systematic, slow, iterative trouble-shooting approach that is required to

develop a coherent program. Indeed, the "juices" that made PUSH-EXCEL so vital flowed in precisely the opposite direction. With the benefit of hindsight, it now seems unrealistic to have expected PUSH-EXCEL to play such diverse roles.

The total involvement concept relied on parental involvement that the movement had to inspire, not an existing involvement that the program could tap. Jackson envisioned a partnership of parents at the local level, who could act as a pressure group for things that needed changing and as a source of reinforcement for the positive steps that the schools were trying to take. It is not clear that such a partnership was yet feasible for many schools that we observed. Parental willingness to involve themselves in their children's education was extremely low at certain sites; even when the local PUSH-EXCEL program made concerted efforts to stimulate involvement, the responses were lukewarm. Jackson's prescription for a solution may prove to be ultimately correct, but the first stage in the treatment may well have to be a much longer phase of even more intensive inspirational, motivational work of the type that Jackson was carrying on when the demonstration project began.

The rhetoric did not guide and delimit applications. The rhetoric was broadly based, touching on academic achievement, ethical standards, parental roles, teacher obligations, political activism, and a variety of other topics. As a result, almost anything could be construed as an appropriate application of the rhetoric. This exacerbated a lack of focus that hindered the local sites' abilities to show measurable progress in any one direction. Had it been decided--at a certain site or programwide--that PUSH-EXCEL would concentrate on providing incentives for achievement, or on linking community organizations to the schools, or on working with the principal and teachers to establish a more effective code of conduct, the results might have been different. This report might have documented significant progress toward at least one of the intermediate goals. But, because the programs tried to do a little bit of everything, plus other things that school boards like to do anyway in the name of "rounded" education, the thrust in any one direction was too weak to produce more than a breeze.

The difficulty of the first step in the development of PUSH-EXCEL was underestimated by everybody, including PUSH-EXCEL's Federal sponsors, NIE, AIR, and PUSH-EXCEL itself. The history of the evaluation is a history of successive reports, formal and informal, saying much the same

thing that we have said in this one: PUSH-EXCEL is not yet a program. The history of the government's role is a history of urgent attempts to get PUSH-EXCEL to take the necessary steps to develop a program. The history of PUSH-EXCEL is a history of good-faith, energetic efforts to put together a program. Some of the reasons why none of these efforts succeeded are the ones described above. But, overarching them is a problem generic to demonstration programs, and especially acute in the case of PUSH-EXCEL: The technology of social action programming (if it may be called such) is locked into an inappropriate model. The model has four steps--two short ones followed by two long ones. The short ones are to design the program, and to put its components in place. The long ones are to implement it for a sufficient period of time to permit effects, and to measure and report these.

The phases are logical, but the time frames do not fit reality. Treating the first two stages as short, discrete steps, and the last two as multi-year activities may be exactly backward. What demonstration projects may have done was to schedule one day to climb Mount Everest, and three more to take pictures proving that they got there. And what evaluators may have done, despite the project's failure to get even to the base of the mountain, is still to spend three days taking the scheduled pictures.

At the outset of the evaluation, we specified that the evaluation had a constructive role to play in helping the program develop incrementally during the demonstration period. We still believe this. But, were we to do it again, we would specify even earlier participation by the evaluators, and a much longer period of trial and error before undertaking a formal assessment.

* * * * *

AIR was mandated to evaluate PUSH-EXCEL the program. We have done so. In the process, however, we developed a growing sense of myopia. We were inspecting at close hand a fledgling demonstration program, while all around us was a major force in the history of education during the 1970s: the PUSH-EXCEL movement. We conclude with our observations of this larger surround.

EPILOGUE: THE MOVEMENT

What we have called the "movement" began as Jackson's speaking tours, local organizing by Operation PUSH, and the responses they evoked. Much of this activity occurred before Federal funding entered the picture. Later, most of the Federal funds were earmarked for specific program activities, and not for general support of Jackson and Operation PUSH. The PUSH-EXCEL movement and its contributions must be attributed to the efforts of Jackson and the PUSH organization, independently of the Federal support.

Foremost among such contributions was the foundation for PUSH-EXCEL, the program. The movement gave to local implementors a set of activities: the pledge, voter registration for seniors, and report card pickups. It gave an effective formula for generating local interest--the mass rally, press conferences, and petition campaigns that Jackson had learned in the Civil Rights movement.

PUSH-EXCEL, the movement, also created problems for the program it spawned. We have commented elsewhere on the diversion of National staff from development of programs to creation of new local initiatives, and the backlash that local projects experienced when Jackson's activities generated controversy on the national scene. There were disruptions in school routines created when Jackson's office gave short notice for major events; conflicts over terms of the contracts that National negotiated with local sites; and lack of follow-up from National or Operation PUSH after local interest had been mobilized.

But the movement's contributions went beyond the demonstration project that was to be the test of PUSH-EXCEL's potential. The movement was part of a new dialogue on the nation's schools.

Change in Climate

Between 1970 and 1980, there were major shifts in the focus and tone of the dialogue about public education, and especially about public education for minorities. The most visible form of the change is in the new emphasis on achieving competence in basic academic skills, and the movement away from "social promotions" that moved students through the system regardless of their success in completing the curriculum.

The most intense period of change coincided with the beginnings of Jackson's crusade. Competency-based testing is a case in point. As late as 1975, competency-based testing was a new idea being tested or considered in a handful of states--primarily California, Florida, and Oregon. Within just two years, by the beginning of 1978, 33 states had taken action to mandate minimum competency standards. Every other state had some form of official activity underway to consider passage of requirements for competency-based testing. That many of the measures were poorly designed, often not even capable of being implemented, is beside the point. Competency-based testing is a classic example of an idea whose time had come, all at once. Its momentum derived from many of the same sources that inspired Jackson.

There are other examples. Gallup conducted annual polls on public attitudes toward education, starting in 1969. One of the questions that it began asking in 1974 was this:

> Students are often given the grades A,B,C,D, and Fail to denote the quality of their work. Suppose the public schools themselves, in this community, were graded in the same way. What grade would you give the public schools here--A,B,C,D, and Fail?

In 1974, 14 percent of the respondents who had an opinion gave the schools a "D" or "Fail" rating--a severe criticism. In one year, this had jumped to 18 percent, and by 1978 to 22 percent, where it leveled off until 1981 (when it again jumped, to 25%).[45]

The timing of the initiation of this and other questions in the poll is in some respects more interesting than the results. In 1976, the poll added the question,

> As a regular part of the public school educational system, it has been suggested that courses be offered at convenient times to parents

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[45] Elam, S.M. (Ed). "A decade of Gallup Polls of attitudes toward education, 1969-1978." Bloomington, Ind.: Phi Delta Kappa, Inc., 1978.
Gallup, G. "The 13th annual Gallup Poll of the public's attitude toward the public schools." Phi Delta Kappan, 1981, 63, 33-47.

> in order to help them help their children in school. Do you think this is a good idea or a poor idea?

In 1977, a cluster of new questions was added which sounded as if they had been drawn directly from Jackson's message:

> Thinking about your eldest child, have you at any time since the beginning of the school year discussed your child's progress, or problems, with any of your child's teachers?
>
> Thinking about your eldest child, about how much time on school homework does [he or she] spend on a typical school day?
>
> Do you regularly help your child with [his or her] homework?

Trying to decide how much of this shift in public and professional concerns was caused by Jackson and the movement and how much was a cause of his concern is a chicken and egg problem that we cannot solve. He was one of the most visible, widely heard voices during the period. That he was a significant contributor to the dialogue seems beyond question.

The Magnitude of the Movement's Impact

The example we have just reviewed leaves an obvious question hanging. What was the aggregate magnitude of these effects? Are we talking about anecdotes or generalizable, widespread phenomena? Evaluating the movement was <u>not</u> part of our charter. We offer these observations.

By the standards to which the Federal Government is accustomed when it funds demonstration programs, the effects of the PUSH-EXCEL movement were off the scale. Imagine that in 1975 NIE had received a grant application for support of a demonstration project to disseminate information, counseling, and encouragement to inner-city black students. Suppose that it listed under its "goals and objectives" that (1) it would conduct assemblies at more than a hundred inner-city high schools (in front of wildly enthusiastic audiences); (2) receive multi-page feature coverage in a few dozen major newspapers and several hundred spot articles over the life of

the grant; (3) be the subject of a few hundred local and national TV and radio talk shows; (4) have full-page articles (with photographs) about it in each of the national news magazines; (5) be the subject of a full segment on the top-rated network television show in the country; (6) stimulate local campaigns involving parents, businesses, community organizations, churches, and the schools; and, for a finale, (7) put 65,000 people in the New Orleans Superdome. It is doubtful that, had the program made good on these goals, the question of the magnitude of impact would have come up. The contributions of PUSH-EXCEL the movement seem secure.

APPENDIX A

PROJECT CHRONOLOGIES

- Chattanooga
- Denver
- Memphis

TABLE 1

Chattanooga PUSH-EXCEL Chronology of Goals and Strategy 1977-1979

Activities	Date	Objectives	Comments
PUSH-EXCEL Petition circulated	August 1977	Obtain support of parents for EXCEL	Johnny Holloway, PUSH Moderator, circulated a petition to establish a student home study hour and to get parents to pick up their children's report cards during grading periods
PUSH-EXCEL contact with local educators	27 September 1977	Introduce PUSH-EXCEL to Superintendent of Public Schools and Commissioner of Education	Rev. J.P. Collins, President of PUSH Chattanooga, wrote James Henry, Superintendent of Chattanooga Public Schools, and John P. Franklin, Commissioner of Education, to organize EXCEL 19 October meeting at Howard H.S.
Public endorsement of EXCEL by Chattanooga School System	October 1977	Publicize school system's interest in EXCEL	Clifford Hendrix, Assistant Superintendent of Schools, agreed that the city school system would help establish a PUSH-EXCEL program in the system
EXCEL Student Meeting and Press Conference at Howard H.S.	19 October 1977	Generate student and community interest in EXCEL	EXCEL introduced to Howard H.S. students and educators

TABLE 1 (Continued

Activities	Date	Objectives	Comments
Chamber of Commerce Meeting with William Thurston	18-20 October 1977	Implementation of community involvement with EXCEL	William Thurston, National Coordinator of PUSH, spoke to the Chamber of Commerce and students at Howard H.S. to solicit support from the program
Endorsement of EXCEL by Commissioner of Education	29 November 1977	Establish guidelines for a school and community program in conjunction with EXCEL	John P. Franklin, Commissioner of Education, expressed support for formation of city-wide EXCEL planning group
Letter	8 December 1977	School system agreed to provide EXCEL with office space, furniture, equipment, and office personnel at Howard H.S.	Johnny Holloway informed William Thurston of the tentative agreement from Dr. James Henry; also noted that working committee had been formed
Endorsement of EXCEL by Chattanooga Chamber of Commerce	7 March 1978	Publicize support for EXCEL from business community	
Jesse Jackson addressed PUSH-EXCEL Community Benefit	5 April 1978	Generate interest in EXCEL. Mobilize student, community, business, and educator support	
EXCEL Planning Meeting	28 June 1978	Preliminary plans for initiating EXCEL program	Formal plans were made by actors to implement EXCEL program; principals of six schools attended

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TABLE 1 (Continued)

Activities	Date	Objectives	Comments
Preliminary drafting of Chattanooga EXCEL program	July 1978	Initial drafting of Chattanooga EXCEL proposal	
EXCEL Implementation Planning Meeting	August 1978	Tentative agreement to begin EXCEL program	James McCullough, the new Supterintendent of Schools, expressed approval of EXCEL implementation
Urban Forum Program at UTC	10 October 1978	Promote EXCEL program	Key actors participated
Submission of application and proposal for PUSH-EXCEL to National Office	26 October 1978	Format request for EXCEL program submitted to National Office	
EXCEL Panel Presentation for Urban Forum Session	October 1978	Publicize EXCEL program	Forum was held at University of Tennessee for Chattanooga educators and residents
Visit by Jesse Jackson	6 December 1978		
Revised budget submitted to National	8 December 1978		
School system ran memorandum presented to principals of potential PUSH-EXCEL schools	3 January 1979	Guidelines for establishing Governance Committees	

TABLE 1 (Continued)

Activities	Date	Objectives	Comments
Parent pledges presented to National Office	8 January 1979		
Letter to minister to solicit PUSH membership	29 January 1979		
Site representatives attend workshop at National Office	1-3 February 1979		
Board of Education announced agreement to enter into contract with PUSH-EXCEL, Inc.	9 May 1979		
EXCEL Contract signed	July 1979	EXCEL program became effective	John[illegible]Mapp appointed Direc[illegible] of Chattanooga PUSH-EXEL

TABLE 2
Denver PUSH-EXCEL Chronology of Goals and Strategy 1977–79

Activities	Date	Objectives	Comments
Rev. Jackson spoke at Manual H.S.	1977	To generate student interest	Rev. Jackson was invited by the Principal of Manual H.S. and the local chapter of Operation PUSH. He was well received
Rev. Jackson spoke at East H.S.	2/8/78	To generate student interest	Rev. Jackson was invited by the Principal, the local chapter of Operation PUSH, and Omar Blair, President of the School Board. Again, he was well received
Rev. Jackson visited Denver and met with DPS administrators and some board members	5/78	To discuss the PUSH-EXCEL concept To investigate the feasibility of developing a PUSH-EXCEL program for Denver	Year One strategy
Planning meetings with Denver Classroom Teachers Assoc., community agencies, ministers, parents, students, media, and Operation PUSH	7/78	To describe the program and to plan strategies for the implementation of a Denver PUSH-EXCEL program	Year One strategy
Procurement of private foundation and corporation funding	8/78 and continuing	To get adequate funding for a three-year pilot program in four Denver schools	Money for one semester with reduced staff was procured

TABLE 2 (Continued)

Activities	Date	Objectives	Comments
School Board President and a Colorado State Senator visited Kansas City, Missouri, schools	Summer 1978	To observe the PUSH-EXCEL program	Omar Blair and Regis Groff made the visit
Formation of PUSH-EXCEL Advisory Commission	Summer 1978	To recommend guidelines for Denver PUSH-EXCEL To consult with the PUSH-EXCEL director and district administrator on program development To recommend a nominating committee to search for and interview candidates for the position of PUSH-EXCEL Director	The Commission had representation from the DPS Administration, pilot schools' staff, parents, students, businesses, religious organizations, the media, and local agencies Year One strategy
Selection of target schools	Summer 1978	To select two senior high schools, one junior high school, and one elementary school to participate in a three-year pilot PUSH-EXCEL PROGRAM	The four schools selected were East and Manual High Schools, Cole Jr. High School, and Steck Elementary School. These schools were selected because they provide a maximum "feeder" school concept.
DPS PUSH for Excellence Proposal submitted to Board of Education	9/21/78	To procure funding for a three-year pilot program in four Denver schools	The proposal was written by Evie Dennis, Mary Ann Parthum, Bettye Emerson, and Regis Groff
Rev. Jackson visited Denver. Luncheon with foundation representative and DPS personnel	12/78		

TABLE 2 (Continued)

Activities	Date	Objectives	Comments
Directive sent from the Superintendent of Schools through the Deputy Superintendent of Schools for the Department of Human Relations and Student Advisory Services	1979	To implement a PUSH-EXCEL program in the school system	The Superintendent was Joseph Brzeinski, the Deputy Superintendent, Division of Education, was James Bailey, and the Director of Human Relations and Student Advisory Services was Evie Dennis. The above personnel are currently in these positions
Evie Dennis visited National PUSH-EXCEL in Chicago	1/79	To attend an orientation workshop	
Media coverage	1/79	To explain the PUSH-EXCEL program	Evie Dennis, Mary Ann Partlum, and Omar Blair appeared on KRMA-TV
Tentative selection of PUSH-EXCEL Director	3/79		Paul Hamilton was selected
Contract negotiations between National PUSH-EXCEL and DPS	3/79 to 8/79	To outline the organization, funding (HEW), and program responsibilities	Year one strategy
Rev. Jackson accepted the invitation to speak in Denver	4/79	To kick off Denver PUSH-EXCEL	The visit was cancelled because of the death of Rev. Jackson's father
PUSH-EXCEL contract was not signed as anticipated	4/79		

TABLE 2 (Continued)

Activities	Date	Objectives	Comments
Henry Parker from National PUSH-EXCEL conducted an in-service training session with Manual H.S. faculty	7/79	To prepare the faculty for the PUSH-EXCEL program and to generate ideas	Faculty interest and support were generated
DPS representatives attended a National PUSH-EXCEL conference in Cleveland, Ohio	7/79	To seek additional information on PUSH-EXCEL	Mary Ann Parthum, Paul Hamilton, and Johnny Wilson, Principal at Cole Jr. High School, attended the conference. Title I parents also attended
Meeting with Cordell Richardson, PUSH-EXCEL Western Regional Director, and Evie Dennis	7/79	To finalize contract	The results of these negotiations were: the program was given a community thrust, major budget adjustments were made, two of the four community liaison positions and the assistant director position were eliminated, the positions of PUSH-EXCEL director and district administrator were consolidated, and Evie Dennis was appointed part-time District Administrator
PUSH-EXCEL contract approved by the Board of Education	8/16/79	To implement a three-year pilot program in four Denver schools	Board of Education approved the contract by a 7-to-0 vote
		To fund the PUSH-EXCEL program for the first semester of the 1979-80 school year	Continuation of the program beyond the first semester was contingent on funding and DPS approval

TABLE 2 (Continued)

Activities	Date	Objectives	Comments
PUSH-EXCEL staff hired	8/79 to 9/79	To staff the project with qualified personnel	A director, two community liaisons, four teacher-advisors, and a secretary were hired
PUSH-EXCEL kick-off rally	9/11/79 and 9/12/79	To officially launch PUSH-EXCEL in Denver	Rev. Jackson spoke to over 4,000 students, teachers, administrators, community people, and religious leaders

TABLE 3

Memphis PUSH-EXCEL Chronology of Goals and Strategy 1978

Activities	Date	Objectives	Comments
Planning meetings with Rev. William Kyles	February 1978	Establish link with National EXCEL Office	
Formation of EXCEL Working Committee	March 1978	Establish core planning group to mobilize support for program, coordinate planning effort, publicize EXCEL activities	
"Day to EXCEL" Rally	4 April 1978	Focus attention on role models in church, businesses, and community Generate community interest in EXCEL Fundraising for program Attract media attention Generate student interest in program	Organizations purchased or sponsored booths at rally depicting various achievement themes; rally received extensive publicity
Public Endorsement of EXCEL by Superintendent of Schools	14 April 1978	Publicize school system's interest in EXCEL Secure support of actors within the educational system	John Freeman was Superintendent at this time; W.E. Herenton was still Deputy Superintendent but had been active in planning process

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TABLE 3 (Continued)

Activities	Date	Objectives	Comments
Identification of Target Schools	April 1978	Identify schools with greatest need for EXCEL program	
Endorsement of EXCEL by Concerned Parents of Lauderdale	30 April 1978	Obtain support of parents and administrators who are operating program Demonstrate viability of EXCEL at the school level	The support of Sara Lewis, Principal of Lauderdale Elementary School, and the parents of Lauderdale students demonstrated the commitment of people who would be directly involved with the program
Mobilization for Excellence Conference	17-19 May 1978	Obtain technical assistance from National Office Establish links with National Office	Conference received special coverage on a Memphis radio station, providing further publicity for EXCEL
Submission of Pre-application Proposal to National Office	26 May 1979	Formalize request for EXCEL program	
Budget Planning Meetings	July 1978	Explore possibility of obtaining financing from businesses, Memphis School Board, and Federal Government	Dick French, vice president of a local radio station, began active role as EXCEL working committee's primary contact with business community

TABLE 3 (Continued)

Activities	Date	Objectives	Comments
Formation of EXCEL Teacher Committees	15 August 1978	Coordinate EXCEL classroom activities	
Formation of local School Councils	17 August 1978	Secure active participation of parents in EXCEL activities	
Jesse Jackson arrives in Memphis Meeting with EXCEL Planning Commission Meeting with Superintendent of Schools Address local businessmen Address to Student Assembly at Carver H.S.	22-30 August 1978	Mobilize business and community support Attract student involvement Mobilize educator support Generate widespread interest in program	The arrival of Jesse Jackson focused attention on EXCEL and sparked enthusiasm for the program throughout the community
EXCEL Basketball Classic	1 September 1978	Fundraising Provide role models for achievement Attract media coverage Mobilize community support	

TABLE 3 (Continued)

Activities	Date	Objectives	Comments
Meeting EXCEL Teacher Councils and Local School Councils	7 September 1978	Coordinate in-school and parenal activities Foster teacher-parent cooperation	
EXCEL Parent Orientation Sessions	13 September 1978	Encourage parental involvement and commitment	Sessions were held throughout school year

CHATTANOOGA PUSH-EXCEL PROGRAM SYNOPSIS

Chattanooga PUSH-EXCEL had its origins in an extensive grass-roots campaign led by the moderator of the local chapters of Operation PUSH. In August 1977, proponents began gathering support for PUSH-EXCEL by circulating a petition among residents of targeted neighborhoods. The petition outlined several aspects of PUSH-EXCEL, and it was eventually signed by an estimated 3,000 to 4,000 people.

Subsequent efforts were directed at publicizing the program and gaining the support of key decisionmakers--e.g., prominent citizens, the Board of Education, and local organizations such as the Chamber of Commerce. The program began formally in July 1979, when the Chattanooga Public School System signed a contract with PUSH for Excellence, Inc.

In September 1979, program activities started in six schools--Alton Park Junior High, Hardy Junior High, Howard High, Kirkman High, Orchard Knob Junior High, and Riverside High--and were directed at the entire student bodies. All these schools are located in the urban core of the city, and they were selected on the basis of need and of interest and commitment by school principals and staff.

Rationale

In 1977, the Chattanooga Public Schools were facing many problems endemic to school systems. When desegregation plans had been implemented, "white flight" to neighboring school districts left predominantly disadvantaged student populations in several schools. Promoters of PUSH-EXCEL were particularly concerned that drop-out rates in Chattanooga ranged as high as 15 percent, and that attendance rates were below 90 percent in both junior and senior high schools. Chattanooga educators felt that PUSH-EXCEL's total involvement approach would be an appropriate mechanism to revitalize public education and to increase self-discipline in the schools.

When Chattanooga PUSH-EXCEL began in 1979, the National PUSH-EXCEL goals were adopted. Specific goals to be emphasized were:

- to improve the general learning environment;
- to improve student self-esteem and self-worth;
- to improve school attendance;
- to improve academic achievement;
- to reduce the drop-out and drop-in rates; and
- to decrease verbal abuse and assaults among students and teachers.

Organization and Funding

Responsibilities in Chattanooga's PUSH-EXCEL program are shared by the Board of Education and PUSH for Excellence, Inc. This arrangement continued until the end of the 1980-81 school year. At that time, Chattanooga PUSH-EXCEL incorporated and began to operate independently of National, but no change occurred in the division of administrative responsibilities. Figure 1 is the organization chart, which shows that, while in-school and community components work together in the program, the Chattanooga Public School System exercises final authority over PUSH-EXCEL.

Staff. The in-school component is directed by the School District Coordinator, who oversees in-school events and activities, and is directly accountable to the school system (through an assistant superintendent of the School Board to whom he reports). Part-time community liaisons have been assigned in each participating school. They are responsible for planning and implementing the in-school program. Although the school district also funds full-time community liaisons in each school, the teacher-advisors are supervised by central PUSH-EXCEL office staff. Community liaisons develop and follow plans for contacting businesses, churches, and other community people. Each school also has a Governance Committee, which gives advice and helps to plan activities. The Governance Committee is composed of representative parents, school staff, students, and community members. By the end of 1979, the committees had identified specific needs for each school, goals to be accomplished, and activities to meet the goals.

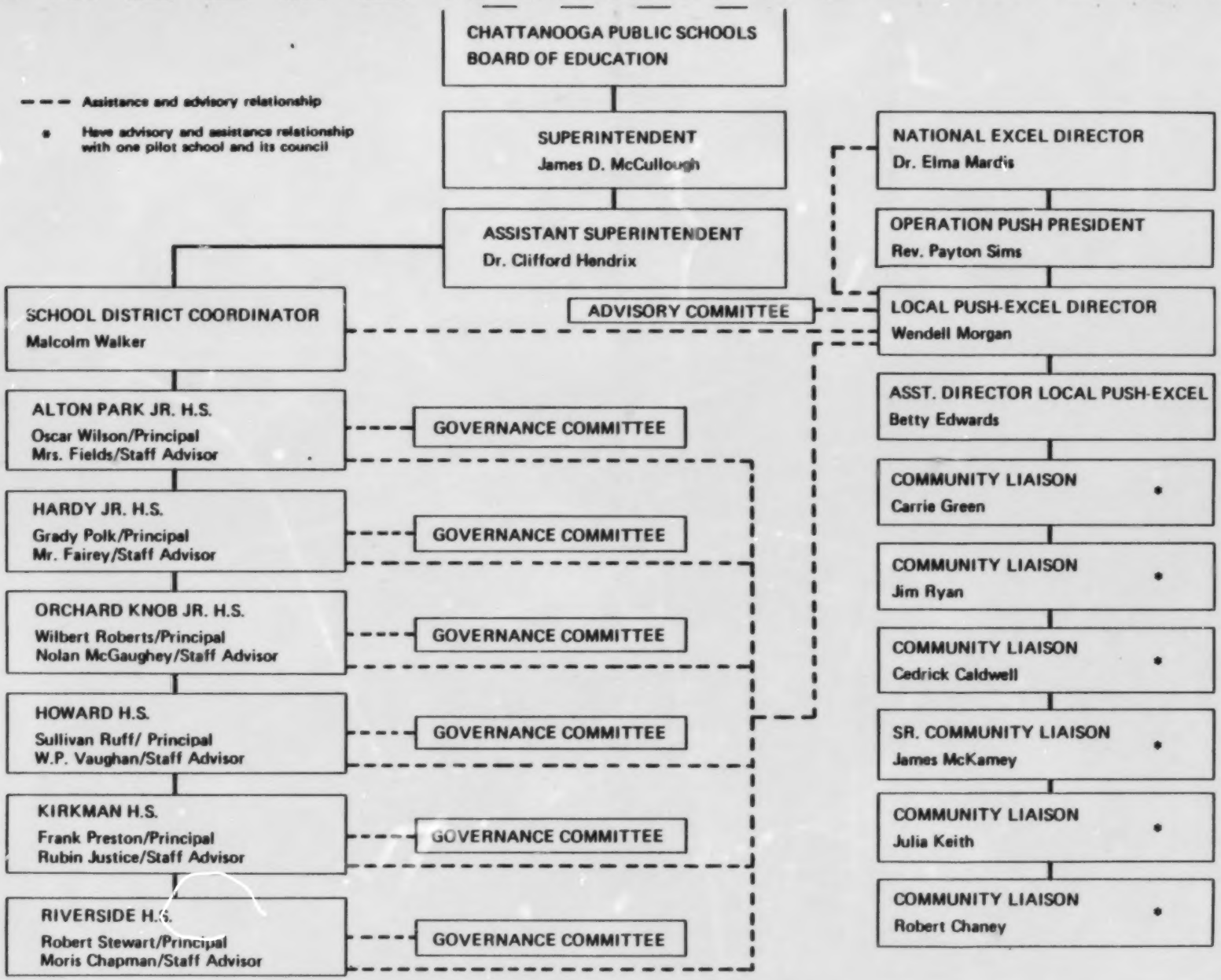

FIGURE 1. Chattanooga PUSH-EXCEL Organization Chart

The community-based component of the program consists of a PUSH-EXCEL director, an assistant director, and two clerical personnel. The Central office staff plan and execute activities for community involvement and the out-of-school program. They supervise the community liaisons, thus providing input to in-school programs.

The goals and objectives of the program as a whole are determined by the citywide Advisory Board. This 11-member Board is composed of educators and representatives from Operation PUSH, government agencies, community groups, and businesses. Principals from PUSH-EXCEL schools serve on both this Advisory Board and on the Governance Committee for their school. Under the leadership of the Education Committee of the Chattanooga Chamber of Commerce, community businesses have helped to solicit support for the PUSH-EXCEL program from private foundations and corporations.

School components. Chattanooga PUSH-EXCEL serves six schools located in and serving the most impoverished areas of the city. Black enrollment in all the schools averages 70 percent. Prior to the institution of PUSH-EXCEL in the three junior high schools, the suspension rates were around 11 percent, and incidents of corporal punishment averaged 22 percent. The average drop-out rate for the three high schools was around 9 percent. Low scores on schoolwide standardized achievement tests showed the severe impact of these problems on learning. Poor attendance, behavioral problems, and lack of parental support were seen as the major impediments to providing high-quality education in these schools.

As mentioned previously, each school's Governance Committee set specific goals for the second year of the program. All of the schools in Chattanooga's PUSH-EXCEL program have been striving toward improving overall student attendance and heightening academic achievement. Parental involvement activities are intended to increase parents' awareness of their children's progress at school. The objective of the community development component is to mobilize resources on behalf of the PUSH-EXCEL schools. The specific goals of each school are as follows.

- Alton Park Junior High serves approximately 500 7th through 9th grade students. Seventy-five percent of the students are black, and 93 percent are from low-income families. The project is geared toward improving student self-discipline, attendance, and study habits.

- Hardy Junior High is located in East Chattanooga. It serves approximately 512 students, 80 percent of whom are from low-income families. The enrollment is predominantly black. The goals of the school's PUSH-EXCEL program are to improve attendance, academic achievement, and the image of Hardy.

- Howard High was the first school for blacks in Chattanooga, and it is one of the oldest schools in the system. It serves approximately 546 students, 80 percent of whom are from low-income families. One of PUSH-EXCEL's primary objectives at Howard is to increase interactions between students and their parents. Other program objectives are to improve attendance, academic achievement, student self-esteem, and the image of Howard.

- Kirkman High is Chattanooga's only vocational/technical school. It is a magnet school, and serves approximately 800 students. Located on Chattanooga's west side, Kirkman has a 57 percent black student enrollment, and 50 percent of the student body are from low-income families. As Kirkman has no formal PTA, increasing parental involvement is a major PUSH-EXCEL objective. The program also hopes to promote improved attendance, self-discipline, and academic achievement.

- Orchard Knob Junior High has a 7th through 9th grade student body of approximately 315. Eighty-six percent of the students are black, and 80 percent come from low-income families. Improving attendance is the main priority of Orchard Knob's PUSH-EXCEL program. It seeks also to increase student self-discipline and levels of academic achievement.

- Riverside High serves approximately 353 students. Eighty percent come from low-income families, and 99 percent are black. Improving the school image, increasing

academic achievement, and improving attendance are the main objectives of Riverside's PUSH-EXCEL program.

Funding. When the Chattanooga PUSH-EXCEL program began, PUSH for Excellence, Inc., committed $198,628 for the first year of program operations. In addition, the school system contributed $78,842 of in-kind services, and local corporations and foundations contributed $106,000. In 1979-80, the operating budget for Chattanooga PUSH-EXCEL was $383,480.

In 1980-81, Chattanooga PUSH-EXCEL raised $311,343 for program operations. The Department of Education contributed $66,929, and local corporate and foundation contributions rose to $121,000. The National Office added $26,977 and the Chattanooga Public Schools contributed $96,436.

Activities

The PUSH-EXCEL program in Chattanooga seeks to influence the entire student body of each of the six schools. Most of the activities were designed to be visible to and involve all the students. The activities are aimed at general target groups, students, parents, school staff, and the community. Table 1 summarizes the activities implemented for 1979-80 and 1980-81.

In the first year of the program, a set of highly visible in-school activities was implemented in each school: assembly and chapel programs, media committees, awards and incentives for attendance, student and parent pledges, convocations, report card pickups, school visit night, and teacher orientation sessions. One or two of the schools had other in-school activities.

Activities in the community were directed toward assembling resources for the schools and towards increasing parent awareness of their children's progress at school. By the end of the first year, the program had assembled volunteers from the community, including Senior Citizens' Homerooms (grandparent groups at Riverside, Howard, and the Kirkman) and tutors from Orchard Knob Baptist Church and Kirkman community. Ministers provided counseling at Alton Park. Parents of students at Hardy, Kirkman, Orchard Knob, and Riverside offered their homes for PUSH-EXCEL parties. Businesses made donations--a scholarship was given to Orchard

TABLE 1

Chattanooga PUSH-EXCEL Activities for 1979-80 and 1980-81

	Year Activity in-Place		Target Group[1]	
	1979-80	1980-81	General	Special Interest
SITEWIDE [2]				
Activities in the School				
Regular Events				
• Student and Parent Pledge Drives	X	X	X	
• Teacher and Principal Pledge Drives		X	X	
• Assembly/Chapel Programs	X	X	X	
• Coca Cola Parties	X	X	X	
• Media Committee/Radio Goes to School	X	X		X
• Governance Committee	X	X	X [3]	
• Report Card Pickup	X	X	X	
• Parent Volunteers	X	X		X
• Awards and Incentives for Attendance	X	X	X	
• Awards and Incentives for Achievement	X	X	X	
• PUSH-EXCEL Advisory Board	X	X	X	
• PUSH-EXCEL Choir		X		X
• PUSH-EXCEL Tutorial		X		X
• Happy Grams		X	X	
Special Events				
• Stakeholder's Retreat	X		X	
• PUSH-EXCEL Week	X	X	X	
• Convocation	X	X	X	
• Chattanooga Area Literary Movement	X			X
• School Visitation Night	X	X	X	
• Open House	X	X	X	
• Career Fair	X		X	
• Teacher Orientation	X [4]	X	X	
Activities in the Community				
Regular Events				
• Field Trips	X	X	X	
• Speaking Engagements	X	X	X	
• Parent Visitations	X	X		X
• Business Donations	X	X	X	
• PUSH-EXCEL Themes in Church Bulletins		X		X
• PUSH-EXCEL Themes Over Radio		X	X	

[1] "General target group" refers to one or more of the four invovement groups, student, parent, school staff, and community. "Special interest group" refers to sub-categories of these involvement groups.

[2] Sitewide activities include activities that were planned and implemented by the site office, and activities with similar themes implemented by all of the PUSH-EXCEL schools.

[3] The Governance Committee is composed of several representatives of each of the four involvement groups—student, parent, school staff, and community.

[4] Howard High did not hold teacher orietnation in Spring 1980.

TABLE 1

Chattanooga PUSH-EXCEL Activities for 1979-80 and 1980-81

	Year Activity in-Place		Target Group[1]	
	1979-80	1980-81	General	Special Interest
ALTON PARK JR. HIGH SCHOOL				
Activities in the School				
Regular Events				
• Organization of PTA	X		X	
• Chronic Absentee Club		X	X	X
• Newsletter and Monthly Calendar Distribution		X	X	
• Ceramic Club		X		X
• Block Parents		X	X	
Special Events				
• "A" Student: No Examinations		X		X
• Perfect Paper Auction		X		X
• PUSH-EXCEL Beauty Contest		X		X
• Talent Expo		X	X	
• American History Week special		X	X	
• Mock Election		X		X
• Black History Program		X	X	
• Civic Awards Day		X	X	
Activities in the Community				
Regular Events				
• Volunteer Senior Citizens		X		X
• Minister's Group		X		X
HARDY JR. HIGH SCHOOL				
Activities in the School				
Regular Events				
• Beautification Club	X		X	
• Basketball Team	X	X		X
• Tutoring Program		X	X	
• Chronic Absentee		X		X
• Newsletter		X	X	
Special Events				
• PUSH-EXCEL Parade	X		X	
• PUSH-EXCEL Party	X			X
• MLK Drawing Contest	X		X	
• Parents in Excellence Meetings	X	X		X
• Academic Olympics	X		X	
• Perfect Paper Auction		X	X	

TABLE 1
Chattanooga PUSH-EXCEL Activities for 1979-80 and 1980-81 (continued)

	Year Activity in-Place		Target Group[1]	
	1979-80	1980-81	General	Special Interest
HARDY JR. HIGH SCHOOL (continued)				
Activities in the Community				
Regular Event				
• Homeroom Grandparents	X	X		X
Special Event				
• Boone Hysinger Tenants PUSH-EXCEL Meeting	X			X
HOWARD HIGH SCHOOL				
Activities in the School				
Regular Events				
• Voter Registration	X	X		X
• Chronic Absentees Group		X		X
• Parent-Student Concern Organization		X	X	
• Newsletter		X	X	
• Attendance Partners		X		X
• PUSH-EXCEL Themes Over Howard Intercom		X	X	
Special Events				
• Career Week	X		X	
• Christmas Party for Homeroom Grandparents	X			X
• Perfect Paper Auction		X	X	
• MLK Jr. Essay Contest		X	X	
• Guest Speakers		X	X	
• College Visitation		X	X	
• Black History Month		X	X	
Activities in the Community				
Regular Events				
• Senior Neighbors Volunteer Group	X	X		X
• PUSH-EXCEL Staff Presentation at Community Group Meetings	X	X		X
• Homeroom Grandparents	X	X		X
• PUSH-EXCEL Parents Group	X		X	
• Educational Field Trips		X	X	
Special Events				
• Business Donations	X	X	X	
• Business-Sponsored Workshops for Students	X		X	
• Community PUSH-EXCEL Rally	X		X	

TABLE 1
Chattanooga PUSH-EXCEL Activities for 1979-80 and 1980-81 (continued)

	Year Activity in-Place		Target Group[1]	
	1979-80	1980-81	General	Special Interest
KIRKMAN HIGH SCHOOL				
Activities in the School				
Regular Events				
• Newsletter	X	X	X	
• Dance Team	X		X	
• Tutoring Program	X	X		X
• Chronic Absentees		X		X
• PUSH-EXCEL Themes over Kirkman Intercom	X		X	
• Voter Registration	X			X
• Beta Club		X	X	
• Perfect Paper Auction		X	X	
• Academic Olympics		X	X	
Special Events				
• Jesse Jackson Film Presentation	X		X	
• Voter Registration	X	X	X	
• Sophomore Orientation	X			X
• PUSH-EXCEL Parties	X	X		X
• Vocational Open House		X	X	
• Class Enrichment (use of voting machine, etc.)		X	X	
Activities in the Community				
Regular Events				
• Meeting at Senior Citizens Nursing Home	X			X
• Homeroom Grandparents	X	X		X
• Parent Workshops	X		X	
• Senior Citizen Volunteers		X		X
ORCHARD KNOB JR. HIGH SCHOOL				
Activities in the Community				
Regular Events				
• Newsletter	X	X	X	
• Tutoring Program	X	X		X
• Certificate of Improved Grades		X	X	
• Parent Visitation Volunteer Group	X		X	
• Church Tutoring Program		X	X	
• PUSH-EXCEL Theme Over Orchard Knob Intercom	X	X	X	

TABLE 1
Chattanooga PUSH-EXCEL Activities for 1979-80 and 1980-81 (continued)

	Year Activity in-Place		Target Group[1]	
	1979-80	1980-81	General	Special Interest
ORCHARD KNOB JR. HIGH SCHOOL (continued)				
Special Events				
• Perfect Paper Auction		X	X	
• Awards Dance	X		X	X
• 100% Attendance Party	X			X
• PUSH-EXCEL Parties	X	X		X
• Scholarship Donated by Local Business	X		X	
RIVERSIDE HIGH SCHOOL				
Activities in the School				
Regualr Events				
• Perfect Attendance Chart	X		X	
• Tutoring Program	X	X		X
• PUSH-EXCEL Basketball Team	X			X
• Voter Registration	X			X
• Chronic Absentees		X		X
• Buddy System		X		X
Special Events				
• Faculty Orientation	X		X	
• PUSH-EXCEL Party	X			X
• PUSH-EXCEL Day	X	X	X	
• Parents Rally	X		X	
• Parents in Excellence Meetings		X		X
• Perfect Paper Auction		X	X	
Activities in the Community				
Regular Events				
• Homeroom Grandparents	X	X		X
• Field Trips to Industries		X		X
Special Events				
• Senior Citizen Volunteers	X	X		X
• College Visitation		X	X	
• Martin Luther King Birthday Celebration	X		X	
• T.V. Program on Competency in PUSH-EXCEL	X		X	
• PUSH-EXCEL Parties	X		X	

Knob; workshops for students were sponsored by a business in the Howard community; and several schools organized field trips to factories and businesses. A PTA was organized at Alton Park, and PUSH-EXCEL parent groups were begun at Hardy, Howard, and Orchard Knob.

In the second year of the program (1980-81), sitewide activities were continued, and other activities with new themes were added. The program attempted to mobilize the community to support the program's goals by sending a memo to churches, businesses, and civic and social groups, asking them to participate in specific PUSH-EXCEL activities. Teachers and principals were encouraged to become active by signing pledges and attending teacher orientation sessions at each school. Efforts were made to increase cooperation between home and school. Parents of chronically absent students were visited by program personnel from Alton Park, Riverside, and Hardy. "Happy Grams" (brief, teacher-prepared reports on progress in in-school behavior) were mailed from each school.

Evaluation

Chattanooga participated in the national evaluation of PUSH-EXCEL. The evaluation results are reported in Chapter 5 of this report.

CHICAGO PUSH-EXCEL PROGRAM SYNOPSIS

Chicago PUSH-EXCEL approached the Chicago School Board during the 1975-76 school year to ask that pilot PUSH-EXCEL programs be started in certain schools. Despite a strained political climate between PUSH-EXCEL and the office of the general superintendent, the request was granted.

Chicago PUSH-EXCEL began in 1977-78, before Federal funding was available. Ten schools initiated pilot programs with the consent of the School Board, but without subsidies for the program from the school system: Calumet; Chicago Vocational (CVS); Englewood; Percy L. Julian; Martin Luther King; Manley; Marshall; Morgan Park; Rezin Orr; and Carl Schurz. Selection of participant schools was left to district superintendents and principals. Some principals requested that their schools be allowed to participate. In other instances, district superintendents assigned schools to the program.

Rationale

Implementation of PUSH-EXCEL in Chicago served dual purposes. First, the public school system in Chicago was experiencing many of the problems endemic to large urban school systems during the mid-seventies: student academic performance was declining, and students were not being prepared for employment; verbal and physical assaults and vandalism were increasing; and apathy on the part of parents, school staff, and community members permeated the educational environment.

From a programmatic perspective, PUSH-EXCEL had not been tested. Jackson's crusade had stimulated interest, and his approach had been judged sound, but PUSH-EXCEL goals had not been fully defined nor had a program structure been developed. When formal operations began in 1976, PUSH-EXCEL was little more than the idea that the key to better schools was total involvement.

By 1979, Chicago PUSH-EXCEL had formally adopted seven program goals:

- to carry out a Chicago program to promote excellence in the schools and to stimulate ongoing efforts to improve motivation and achievement among our nation's youth;

- to improve the atmosphere within selected schools, and thereby to improve the overall learning environment for students within those schools;

- to increase the resources available to project schools, to enhance programs, and to solve problems;

- to enhance self-esteem among project students and to increase their desire and ability to accept the responsibilities of life's challenges, including learning;

- to increase each student's occupational and social aspirations through increased career-oriented activities, and to use career goal development as a tool for stimulating the motivation to achieve academically;

- to provide opportunities for staff development and in-service training for project staff; and

- to conduct a summative evaluation of all aspects of project activity, using a range of techniques designed to facilitate improvement of program services.

These goals address the dual purposes for which the Chicago program was established.

Organization and Funding

Chicago PUSH-EXCEL is based outside of the school system. Ten schools were in the program originally. In the program's first year of implementation, a half-time director was the only sitewide staff person. He faced the tasks of promoting and elaborating the total involvement concept, getting the program funded, designing activities, and

maintaining the interest of the pilot schools. PUSH-EXCEL was heavily dependent upon principals to establish a PUSH-EXCEL presence in the schools.

The following year, 1977-78, a new director was hired full-time, and an assistant director position was also filled. Mechanisms for school-based program planning and implementation (total involvement committees) were established at each school. During the 1978-79 academic year, a third person was hired as director to head Chicago PUSH-EXCEL, and a third staff member was added. The organizational structure of a community-based program was slowly evolving.

Structurally, Chicago PUSH-EXCEL reached its zenith in 1979-80. It was fully staffed by a director, assistant director, special consultant, youth coordinator, parenting director, liaison chief, and four community liaisons. This staff configuration was maintained in 1980, but, as Figure 2 shows, some positions were vacant.

Staff. The PUSH-EXCEL director carries out the day-to-day administration of the program. He supervises all staff directly, except the community liaisons who report to the Liaison Chief. The primary responsibility of the assistant director is to mobilize business community support for the program. He and the other staff seek out "impact educators" who can influence student attitudes and behavior. He also aids other PUSH-EXCEL staff in developing and providing resources for projects designed to mobilize parents and motivate students.

The activity coordinators (youth coordinator, parenting director, and liaisons) manage specific areas, designing activities for parents, students, and community members. They identify needs in the school and develop projects in response to the needs. Each community liaison covers two schools, and reports to the liaison chief. They assist in program implementation and activities, working through the person designated by the principal where such people have been assigned.

These staff roles and responsibilities shifted in 1980-81, when the program emphasis was expanded from targeting ten schools to a focus on students and parents throughout the city who shared a common interest in the goals of the PUSH-EXCEL program. Although the roles changed, the PUSH-EXCEL structure remained virtually unchanged.

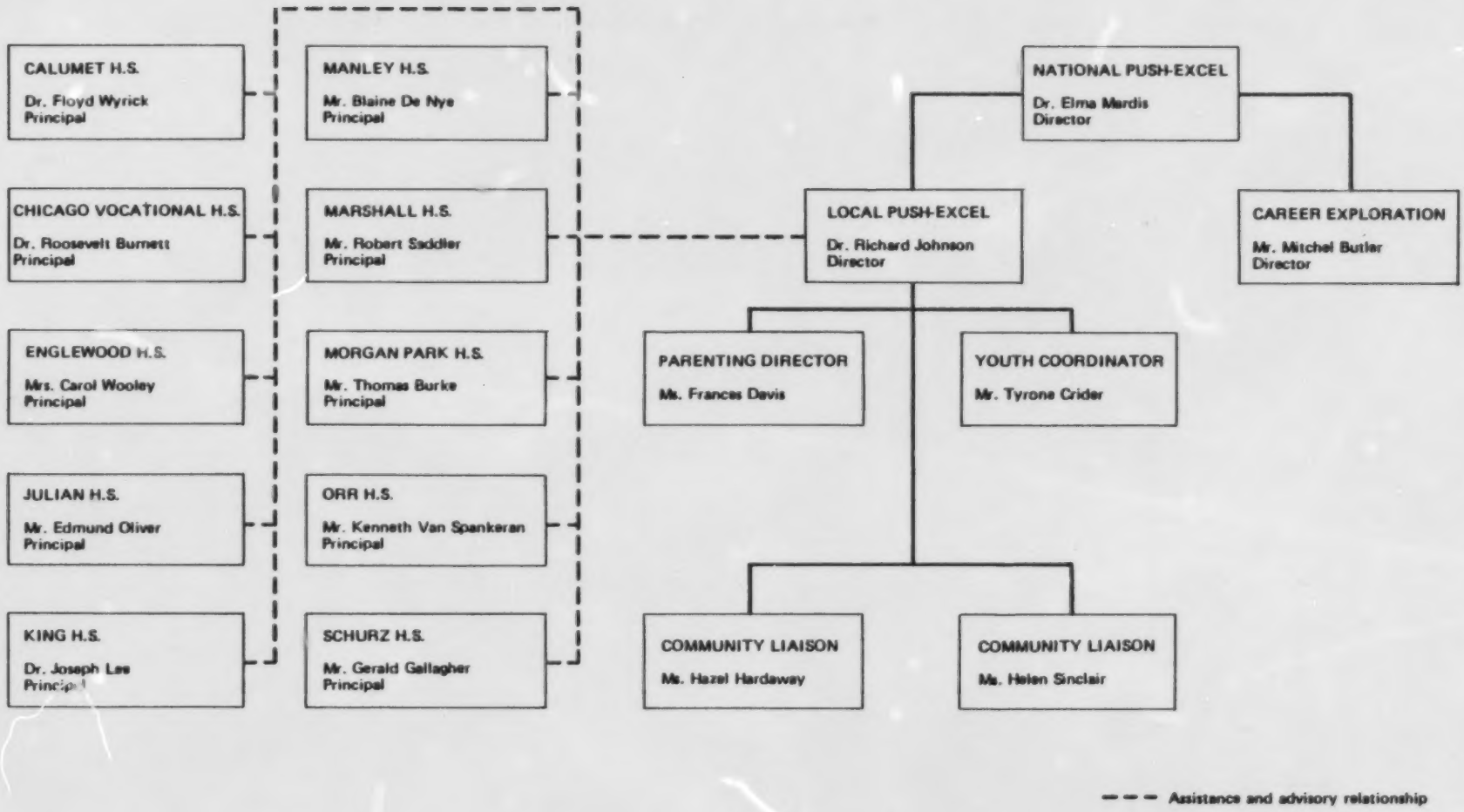

FIGURE 2. Chicago PUSH-EXCEL Organization Chart

School components. During the first four years, Chicago PUSH-EXCEL targeted ten public high schools. While all the schools subscribed to the citywide PUSH-EXCEL goals, each had emphases appropriate to its own specific needs. Some schools adopted formal goals, and others simply participated in selected PUSH-EXCEL programs. Each school is described below.

- Calumet High is on Chicago's southside in a lower- to middle-income community. Student enrollment is approximately 3,100, 99 percent of whom are black. Although Calumet set no formal program objects, it has benefited from the Adopt-A-School program, in which a major corporation sponsored the program and contributed funds directly to the school.

- Chicago Vocational is on the far southside of Chicago in a middle-class neighborhood. It serves approximately 3,745 students, 98 percent of whom are black. PUSH-EXCEL program goals were congruent with the principal's goals for CVS: to improve attendance, attitude, and achievement. Subobjectives included: decreasing suspensions; forming an executive board for the student council on which teachers would serve, thereby improving student-teacher relations; and involving parents through booster clubs to help to defray the cost of activities, give feedback on the availability of other programs, and assist in coordinating student activities.

- Englewood High is also on Chicago's southside. It is in a low-income community, and when the program began, its facilities were one-quarter of those that were needed. In 1979, Englewood moved into a new facility. Virtually all of its 1,900 students are black. The goals for PUSH-EXCEL at Englewood are to raise the academic achievement levels of students, and to engage in new and innovative activities. The objectives are: to teach students how to work with people; to acquaint students with appropriate role models; to motivate stu-

dents to achieve excellence; and to improve student self-discipline. Englewood also delineated objectives for parents and teachers. PUSH-EXCEL sought to increase parental involvement in education by having them monitor student study hours, visit the school to pick up report cards, visit teachers and counselors, and make themselves more available to teachers by sharing their home telephone numbers. Teachers were asked to communicate with parents four times per year, to exchange home telephone numbers with parents, to expect work of good quality from all students, and to give and collect homework regularly, explaining its purpose clearly.

- Percy L. Julian High is a relatively new school in the far southside of Chicago. It serves lower-middle income families, and approximately 2,680 students are enrolled. Ninety-nine percent of the students are black, and one percent are postgraduate or special students. The PUSH-EXCEL program has kept a low profile at Julian. The school participated in the program because the school district motto, "In pursuit of excellence" made participation seem appropriate.

  The following Julian objectives are similar to those of PUSH-EXCEL: to encourage open lines of communication between the community and the school; to encourage active parental involvement in the educational progress of their children; to develop an attitude of respect for oneself, as well as self-worth; to improve student attendance; to create an improved attitude toward learning; to decrease the drop-out rates; and to motivate students to do well in all classes.

- Martin Luther King High, also on Chicago's southside, is in a low-income community. Approximately 1,990 students attend King, and 99 percent of the students are black. A major goal of King's PUSH-EXCEL program has been to raise funds to eliminate the

school's financial debt. The long-range goal is for King to become a model inner-city school. The objectives to achieve this goal are to increase the rate of academic success; to improve attendance; to improve school-community relations; to improve students' self-images; and to decrease vandalism.

- Manley High is on Chicago's westside. It serves approximately 1,510 students. Each school year, approximately ten percent of the students drop out, transfer, or leave Manley for some other reason. PUSH-EXCEL program goals are to increase class attendance, reduce teen pregnancies, and increase the involvement of the business sector in the school.

- John Marshall High is on the near westside of Chicago. Approximately 1,850 students are enrolled at Marshall, all of whom are black. Marshall's PUSH-EXCEL program goals are to continue and expand the Academic Olympics, increase the quality of students' work, and to obtain better media coverage.

- Morgan Park High is on Chicago's southwest side. It serves middle-income communities, and approximately 2,200 students are enrolled, 58 percent of whom are black and 42 percent white. Although the school was targeted for the program by the district superintendent, no formal PUSH-EXCEL program has been instituted at Morgan Park. The principal felt that school and community pride should be the basis on which school improvements were made and, because no specific PUSH-EXCEL activities were occurring, he declined even to spend a monetary donation made to the school's program. Some school goals are similar to those of PUSH-EXCEL. They are: to improve attendance by both teachers and students; to promote respect for public and private property; and to improve academic achievement.

- Rezin Orr High, on Chicago's westside, has an enrollment of approximately 2,500. The student body is predominantly black (approximately 75 percent) and Hispanic (approximately 23 percent). The PUSH-EXCEL goals for Orr are to increase the involvement of students, parents, and the community in EXCEL activities.

- Carl Schurz High is in a working class district in northwest Chicago. Approximately 3,900 students attend Schurz. Sixty-eight percent are white and 28 percent are Hispanic. Schurz participates selectively in citywide PUSH-EXCEL activities, but has no PUSH-EXCEL goals or objectives of its own.

Levels of high school participation in PUSH-EXCEL vary widely in Chicago. Since it is a community-based program, many of the activities are planned and implemented through the central office staff. The overall education goal for Chicago PUSH-EXCEL is to develop and implement comprehensive programs to assist and encourage students to remain in school and to take advantage of educational opportunities. Frustration in eliciting school system support for the program led to the citywide emphasis that currently characterizes Chicago PUSH-EXCEL. An earlier report contains a detailed description of Chicago PUSH-EXCEL.[1]

Funding. The major funding for Chicago PUSH-EXCEL has come from the Chicago Community Trust and National PUSH-EXCEL. In 1976, National PUSH-EXCEL began by donating $15,000 for services. They continued this practice for three years. Chicago PUSH-EXCEL operated on $15,000 during its first year of implementation.

In 1977, the Chicago Community Trust donated the first of three one-year $102,000 grants. The Illinois Family Planning Council also donated $55,000 to start a Reproductive Health Program. While PUSH-EXCEL students benefited from

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[1]Kumi, L.M., Thompkins, N., Allen, T.W., & Murray, S.R. The national Evaluation of the PUSH for Excellence project: Program descriptions. Washington, D.C.: American Institutes for Research, July 1979.

this program, it was not administered by PUSH-EXCEL staff. Including these funds, the operating budget for 1977-78 was $172,000.

In the 1978-79 school year, Chicago PUSH-EXCEL had greater program funding because of an increased donation from the Illinois Family Planning Council. The Reproductive Health Program received $200,000. Program funds totaled $317,000 that year.

In November 1979, National PUSH-EXCEL received an HEW grant to develop the National program. Approximately $167,000 of these funds went to Chicago PUSH-EXCEL. The Reproductive Health Program award was increased to $275,000; private corporations and foundations donated $5,000; and the Chicago Community Trust grant was received. In addition, two new adjunct programs were funded: The Career Exploration Project was funded by the Department of Labor ($500,000 split between Chicago and Kansas City); and Introduction to Business Enterprise Opportunities Project was funded by the Department of Commerce for $250,000.

The budget for 1980-81 was $253,890. NIE's contribution was $148,890, and Chicago Community Trust increased its donation to $105,000. The activities that the program implemented are discussed below.

Activities

In 1979-1980, the Chicago program objectives called for a school-based total involvement program; however, few school-based activities were implemented. Table 2 summarizes the activities that were implemented:

- regular sitewide activities for small groups of parents and students drawn from each school;
- one or two regular activities at seven of the schools;
- special events for large audiences; and
- activities targeted primarily at general involvement groups.

TABLE 2

Chicago PUSH-EXCEL Activities for 1979-80 and 1980-81

	Year Activity in-Place		Target Group [1]	
	1979-80	1980-81	General	Special Interest
SITEWIDE [2]				
Activities in the School				
Regular Events				
• Student and Parent Pledge Drives [3]	X	X	X	
• John Hope Franklin Club	X		X	
• Voter Registration	X	X [4]	X	
• Speakers' Drop-In Program (Impact Educators)	X	X	X	
Activities in the Community				
Regular Events				
• Student Leadership Workshop	X		X	
• Youth Council	X		X	
• Parent Sensitivity Tours	X		X	
• Parent Participatory T.V. Workshops	X		X	
• Thursday Night Parent Forum	X		X	
• Saturday Morning Meetings at PUSH	X		X	
• Summer Seminar Program	X		X	
• Summer Jobs Program	X		X	
• PUSH-EXCEL Citywide Action Council of Students		X	X	
• PUSH-EXCEL Parent Congress		X	X	
Special Events				
• Convocation	X	X	X	
• Einstein Lecture Series	X		X	
• John McLendon Basketball Tournament	X		X	
• Community Stakeholders Meetings	X	X	X	
• Goodman Theatre Presents	X		X	
• Disneyworld Go Away Dinner	X		X	
• Southern College Tour	X		X	
• Sports Award Banquet	X		X	
• IBEOP Student Seminar	X		X	
• Teen Talent Showcase	X	X	X	

[1] "General target group" refers to one or more of the four involvement groups, student, parent, school staff, and community. "Special interest group" refers to subcategories of these involvement groups.

[2] Sitewide activities include activities that were planned and implemented by the site office, and activities with similar themes implemented by all of the PUSH-EXCEL schools.

[3] Pledges were collected from PUSH-EXCEL schools in 1979-80; in 1980-81, a citywide pledge drive was implemented.

[4] Marshall and Manley did not have Voter Registration in 1980-81.

TABLE 2

Chicago PUSH-EXCEL Activities for 1979-80 and 1980-81 (continued)

	Year Activity in-Place		Target Group	
	1979-80	1980-81	General	Special Interest
SITEWIDE (continued)				
Activities in the Community				
Special Events				
• Women's Day	X	X	X	
• IBEOP Luncheon	X		X	
• IBEOP Student Seminar	X		X	
• Reproductive Health Conference	X		X	
• Jackie Robinson Scholarship Award	X	X	X	
• Alternative Schools [1]	X		X	
• Achievement Dinner	X	X	X	
• PUSH-EXCEL Staff Retreat	X	X	X	
• Principals' Meeting		X		X
• Ma Houston Prison Outpost Conference		X	X	
CALUMET HIGH SCHOOL				
Activities in the Schools				
Special Events				
• Awards Ceremony/Achievement Dinner	X		X	
• Martin Luther King Assembly	X		X	
• Student Recognition Luncheon	X		X	
• Musical Festival at Manley (Choir)		X		X
• Open House		X	X	
CHICAGO VOCATIONAL HIGH SCHOOL				
Activities in the Schools				
Regular Events				
• Attendance Program	X		X	
• Youth Motivation Program	X		X	
Special Events				
• Awards Ceremony	X		X	
• Teacher Appreciation Day	X		X	
• Battle of the Bands	X			X
• Martin Luther King Birthday Celebration		X	X	
• Citizenship Education Assembly		X	X	
• Open House		X	X	

[1] During the teacher walkout in January 1980, PUSH-EXCEL, Operation PUSH, and other community groups organized a network of 61 alternative schools.

TABLE 2

Chicago PUSH-EXCEL Activities for 1979-80 and 1980-81 (continued)

	Year Activity in-Place		Target Group	
	1979-80	1980-81	General	Special Interest
ENGLEWOOD HIGH SCHOOL				
Activities in the Schools				
Regular Events				
• Attendance Program	X		X	
• Reproductive Health	X		X	
• Human Relations Club	X		X	
Special Events				
• Ski Trip	X		X	
• Martin Luther King Birthday Celebration		X	X	
• Open House		X	X	
JULIAN HIGH SCHOOL				
Activities in the School				
Regular Events				
• Direction Sports	X		X	
• Adopt-A-School	X		X	
Special Event				
• Open House		X	X	
MARTIN LUTHER KING HIGH SCHOOL				
Activities in the School				
Regular Events				
• Attendance Program	X		X	
• Principals Scholars Program	X			
• We Care Club	X		X	
Special Events				
• Luncheon Cleanup Campaign	X		X	
• Awards Assembly		X	X	
• Open House		X	X	
Activities in the Community				
Special Events				
• Athletic Banquet	X		X	
• King H.S. Day at PUSH	X		X	

TABLE 2

Chicago PUSH-EXCEL Activities for 1979-80 and 1980-81 (continued)

	Year Activity in-Place		Target Group	
	1979-80	1980-81	General	Special Interest
MANLEY HIGH SCHOOL				
Activities in the School				
Regular Events				
• Reproductive Health Program	X		X	
• John Hope Franklin Club	X	X		
• Career Exploration Project		X	X	
• Adopt-A-School – Bell Labs		X	X	
Special Events				
• Awards Assembly	X	X	X	
• Jesse Jackson Motivational Rally		X	X	
• Musical Festival at Manley		X	X	
• Talent Show Auditions		X	X	
• Student Government Day		X	X	
• Open House		X	X	
Activities in the Community				
Special Events				
• Academic Olympics	X	X	X	
• Career Exploration Project Luncheon		X	X	
• Manley Day at PUSH	X		X	
MARSHALL HIGH SCHOOL				
Activities in the School				
Regular Events				
• Attendance Program	X	X	X	
• Awards Ceremony	X		X	
Special Events				
• Musical Festival at Manley (Band)		X		X
• Talent Show Auditions at Manley		X	X	
• Report Card Pickup		X		
Activities in the Community				
Special Events				
• Academic Olympics	X	X	X	
• Principal of the Year Award		X	X	
• Career Exploration Project Luncheon		X	X	

TABLE 2

Chicago PUSH-EXCEL Activities for 1979-80 and 1980-81 (continued)

	Year Activity in-Place		Target Group	
	1979-80	1980-81	General	Special Interest
ORR HIGH SCHOOL				
Activities in the School				
Regular Event				
• Adopt-A-School	X			
Special Event				
• Awards Assembly	X	X	X	
Activities in the community				
• Talent Show Audition at Manley		X	X	
• Academic Olympics	X	X	X	
• Career Exploration Project Luncheon		X	X	

NOTE: Two of the ten schools—Schurz and Morgan Park—were excluded from the table because school-based activities were not conducted in these schools.

In the fall of 1980-81, Chicago was in the process of reexamining its goals and reformulating its strategy in light of such factors as reduced funding and major changes in personnel. Fewer in-school activities were implemented than in the previous year. At the site level, eight special events were continued--convocation, Community Stakeholder Meetings, Speaker Drop-Ins, Teen Talent Showcase, Women's Day, the Jackie Robinson Scholarship Award, the Achievement Dinner, and PUSH-EXCEL Staff Retreat.

A few new special events were held at individual schools, such as celebrations for Martin Luther King's birthday, a music festival, and Career Exploration Project Luncheons. Only a couple of schools had their own regularly occuring events. Marshall continued its attendance program. Manley had a John Hope Franklin Club, career exploration classes, and Adopt-a-School.

The Chicago program broadened its focus in 1980-1981 to include and involve students and parents throughout the city who were interested in the goals of PUSH-EXCEL. The following activities were part of this focus:

- The PUSH-EXCEL City-Wide Action Council of Students (PECWACS) is a loose coalition of students from eight PUSH-EXCEL schools and from 20 to 30 other schools. The purpose of PECWACS is to organize and mobilize student support for the goals of PUSH-EXCEL through technical assistance and leadership.

- PUSH-EXCEL Parent Congress is a coalition of existing groups of parents in the city. The Congress examines citywide issues that affect PUSH-EXCEL goals and objectives. The Congress also provides a support system for students, school staff, and PUSH-EXCEL activities.

Evaluation

When the national evaluation of PUSH for Excellence was designed, two Chicago schools, CVS and Manley, were participating. Baseline data were collected during the first year of the demonstration.[2] However, the evaluation spans two academic years, 1979-80 and 1980-81. In the fall of 1980, the program underwent a reorganization, and all in-school activities were suspended. During this hiatus, student and parent interviews were stopped and observations in the schools were curtailed. In view of these circumstances, interviews and observations were not resumed in the schools.

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[2]Murray, S.R., Murray, C.A., Kumi, L.M., & Rouse, W.V. The national evaluation of the PUSH for Excellence project, Technical Report 2: Implementation. Washington, D.C.: American Institutes for Research, November 1980.

DENVER PUSH-EXCEL PROGRAM SYNOPSIS

Pre-implementation planning for a Denver PUSH-EXCEL program began in the summer of 1978, after Jackson spoke at East and Manual High Schools. The planning phase lasted approximately one year. It included the formation of the PUSH-EXCEL Advisory Commission, fundraising, selection of schools to participate in the program, and preparation of a proposal for a three-year pilot program. Four schools were selected: Steck Elementary, Cole Junior High, East High, and Manual High. Implementation began in August 1979, when the school board approved a contract between PUSH for Excellence, Inc., and the Denver Public School System (DPS).

Rationale

The DPS perceived PUSH-EXCEL as a program that would help to improve the academic performance, school involvement, and motivation of all students. Specific needs were identified in a prior study by a group of parents, teachers, students, and community persons, who investigated the conditions that affected the standards of performance of some students. These needs were in the areas of school processes, student behavior, communications, and attitude, and they were rank-ordered under each category as follows:

School Processes

1. lack of discipline in the schools
2. low standards/expectations
3. curriculum not meeting the needs of students
4. talents not organized to achieve results and accountability

Student Behaviors

1. poor attendance--truancy
2. low motivation--lack of responsibility for poor self-image
3. excessive use of drugs by students

4. dropouts
5. inadequate preparation for class by students--low achievement
6. tardiness
7. student lack of interest in academics and extracurricular activities
8. lack of school identity--don't feel a part of the school
9. lack of peer relationships

Communications

1. poor relationships between administration and staff
2. poor student-teacher communication
3. poor student administrative communication
4. need for support for others in school-teachers for teachers, etc., relationship improvement at all levels
5. poor communication among junior high schools

Attitudes of Teachers, Administrators, Parents, and Community

1. lack of interest by many parents in the educational process
2. lack of interest by many teachers and administrators--teachers not teaching
3. low morale among teachers--apathy
4. poor attitudes of cooperation among students, teachers, and support personnel
5. unmotivated and insensitive teachers and administrators
6. teachers not skilled in working with minorities
7. inadequate community support
8. need to address and correct problems

DPS chose PUSH-EXCEL as a program that recognized and had the potential to deal with all of these factors. It was felt that major strides could be made toward eradicating these problems by soliciting the aid of parents, teachers, administrators, and the total community.

Denver PUSH-EXCEL subscribes to the total involvement philosophy of National PUSH-EXCEL. The program's goals are:

- to develop students' self-esteem and self-direction;
- to influence students' social and occupational aspirations;
- to involve all sectors of the community with the PUSH-EXCEL schools;
- to provide support for students, parents, and school staff to carry out their pledges; and
- to improve academic achievement over a three-year period.

Denver PUSH-EXCEL used the National PUSH-EXCEL strategy to achieve these goals. The program strategy has four interrelated components:

- the generation of community involvement in the educational process by using impact educators such as parents, teachers, school staff, religious leaders, businessmen, athletes, media personalities, and students themselves;
- personal interaction with students to assist them in assuming responsibility for their education and their personal lives;
- the removal or minimization of impediments to excellence; and
- a focus on the fact that PUSH-EXCEL is designed to encourage and support all students, regardless of race, religion, or success in school.

Specific strategies were implemented for each of the three pilot years of the program to meet the five program goals. During the first year, the program stressed: (1) establishing a sound PUSH for Excellence organizational structure; (2) getting the attention and involvement of students, teachers, and the communities; (3) developing activities to influence students' social and occupational aspirations; and (4) building more cooperation in the East/Manual complex. The second year emphasized students' self-esteem and

self-direction. The third year is centered around academic achievement. Each participating school had also chosen objectives to meet its own specific needs and the needs of its community.

Organization and Funding

The DPS signed a contract with the PUSH-EXCEL National Office for the project. The contract delineated staffing, program organization, and funding sources and strategies. Although the Board of Education was ultimately responsible for the program, day-to-day operations were coordinated among in-school and out-of-school staffs.

Originally, each of the four designated schools had an autonomous advisory council and a teacher-advisor. These people worked directly with PUSH-EXCEL office staff (a project director and two community liaisons) and the Denver PUSH-EXCEL Advisory Commission. The Advisory Commission included representatives from each school's advisory council, as well as people from the media, religious groups, service organizations, businesses, and the DPS administration. The Commission advised the PUSH-EXCEL director and helped to direct PUSH-EXCEL program activities.

Figure 3 shows the staff configuration as it existed in 1980-81. The roles of the Denver PUSH-EXCEL staff are described below.

Staff. A district administrator supervises and is ultimately responsible for the in-school program components. Principals serve as a source of inspiration and leadership in the local school. They supervise the organization, planning, and all other aspects of the school program, and they report directly to this administrator. The teacher-advisors are full-time DPS PUSH-EXCEL staff in the schools. They operate under the direction of and report to the principals, except at East where the teacher-advisor reports to an assistant principal in charge of pupil services. The advisory council at Manual recommends areas of program responsibility for parents, students, teachers, and community support groups. They assist also in planning and executing motivational programs, assessing school needs, and evaluating PUSH-EXCEL activities.

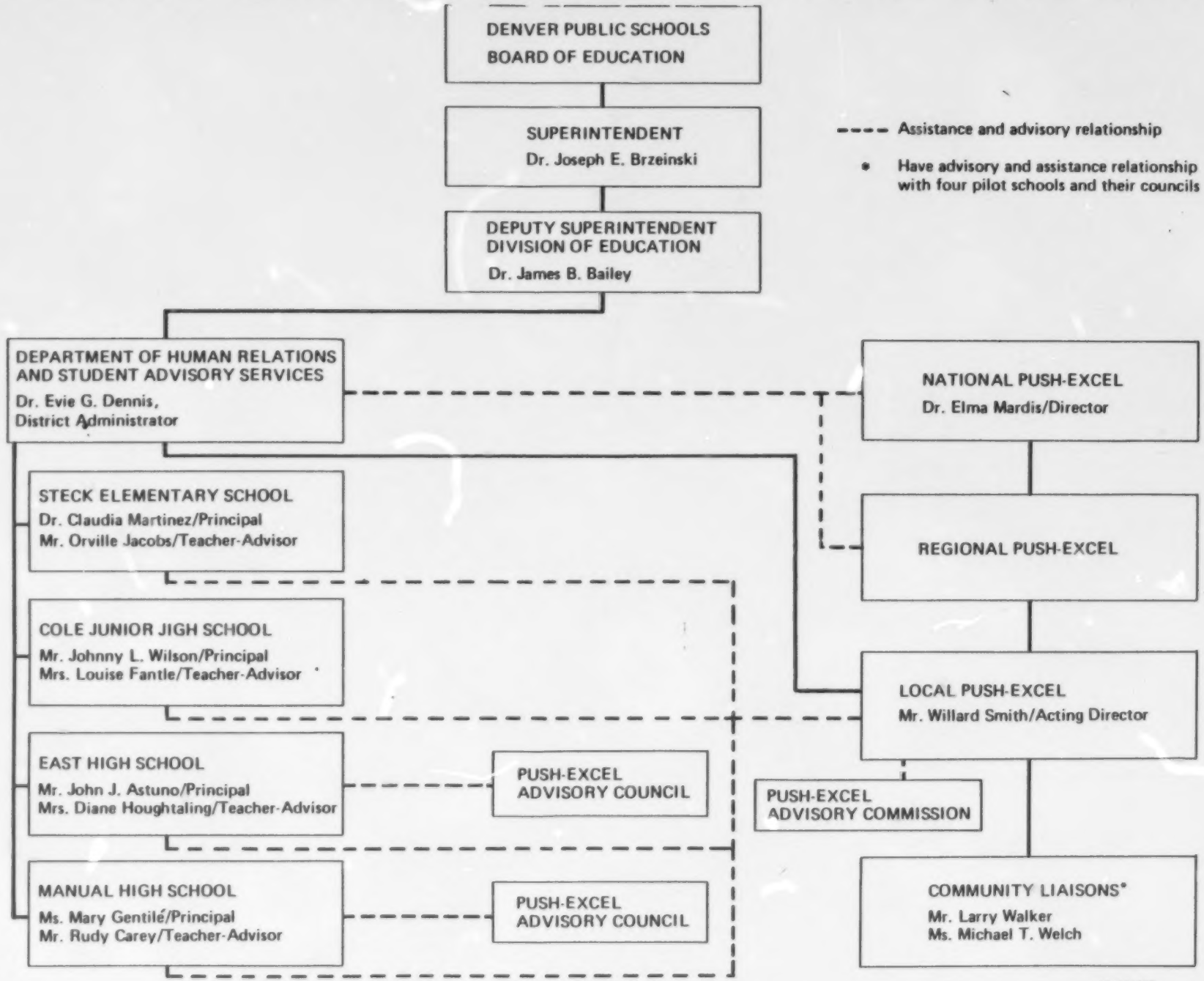

FIGURE 3. Denver PUSH-EXCEL Organization Chart

The PUSH-EXCEL director heads the community-based, out-of-school component of the program. The director advises principals and teacher-advisors. Through this person, activities are coordinated among the schools and school/community activities are designed and implemented. The director communicates the PUSH-EXCEL philosophy, goals, objectives, and accomplishments to the community-at-large. He, too, reports to the district administrator.

Two community liaisons operate under the supervision of the PUSH-EXCEL director. They work with the teacher-advisors to generate community involvement and to implement activities in the schools. Finally, a PUSH-EXCEL Advisory Commission helps direct PUSH-EXCEL program activities. The Advisory Commission includes members from the four school advisory councils, the media, religious groups, service organizations, the business community, and the Denver Public School Administration. It advises the PUSH-EXCEL director, provides for communication among the schools, assists in developing activities that enhance the program, and organizes task forces to support specific aspects of PUSH-EXCEL (e.g., fundraising).

School components. Denver PUSH-EXCEL serves grades one through 12 in four schools. The ethnic breakdowns in all four schools are approximately 50 percent white, 40 percent black, and 10 percent other minorities. This balance has been achieved through court-ordered busing, which began in 1974. Many of the white students in the Denver program are Jewish. In three of the four schools, middle- and upper-class white students are being bused into lower income neighborhood schools. Steck is the opposite; low-income blacks are bused into a middle-income white neighborhood.

- Steck Elementary is located in an upper middle-class community and serves approximately 300 students. First through sixth graders at Steck have at their disposal several special programs in addition to PUSH-EXCEL. These are a tutoring program in preparation for junior high, the Identifiable and Perceptual Communication Disorders Program, and the Program for Pupil Assistance. As of July 1979, the emphasis at Steck was on three PUSH-EXCEL program objectives: to increase family involvement in school activities; to develop improved communications between home and school; and

to build school spirit, love for learning, and student dedication to excellence.

By December 1980, the following additional objectives had been added: to show recognition for the accomplishment of pupils, staff members, volunteers, and parents; to increase teacher dedication to high expectations; to improve monetary and human resource support for expansion of existing programs and for the adoption of new projects to enhance attitudes and learning; and to increase awareness of the business and religious communities to the needs and accomplishments at Steck. For the 1980-81 academic year, Steck re-focused their objectives and re-emphasized those identified in July 1979.

- Cole Junior High is in northeast Denver in a predominantly lower income community. Cole had been a Title I school, but lost this status in the fall of 1980. Serving approximately 743 students, the principal of Cole saw the major challenge to the PUSH-EXCEL program as that of increasing parental participation. The Cole PUSH-EXCEL goals were to increase achievement and involvement, and to bring in motivational speakers.

  In 1980, the priorities were: to enhance and stimulate self-esteem among students; to motivate and promote excellence in learning; to increase parent and community participation within the school; to increase intercultural appreciation and awareness; and to increase student and parent pledges.

  In the following year, these emphases were reconsidered and raised. The objectives emphasized during 1981 were: (1) to strive to improve student motivation for learning; (2) to increase parents' involvement with their children's educational activities both at home and at school; (3) to increase student, parent, and teacher dedication to high expectations; (4) to increase recognition for

accomplishments of pupils, faculty, parents, and volunteers; and (5) to increase community resource aid in school projects designed to enhance attitudes and achievement.

- East High is one of the oldest schools in Denver. Its student body of approximately 1,537 students is highly mobile and diverse. Both remedial and accelerated programs are offered at East, and exchange programs with Manual and the Career Education Center are also available to students. Attendance was the major problem confronting East, and solutions were attempted through the PUSH-EXCEL program. Other PUSH-EXCEL goals were: to build student self-esteem and school spirit; to increase family involvement in school activities; and to increase staff involvement and cooperation in the East/Manual complex. In 1980-81, these last three goals were being given special emphasis in the design and implementation of PUSH-EXCEL program activities.

- Manual High is one of the smallest high schools in Denver, serving approximately 1,014 students. It is located in a low- to middle-income community that is in transition as "re-gentrification" occurs. Manual is a comprehensive high school and, as mentioned above, it is part of the East/Manual complex that provides a wide range of vocational and academic subjects. Manual also participates in a course exchange program with the Career Education Center. PUSH-EXCEL objectives for Manual in 1979-80 were to increase supportive contacts for students; to increase parent participation; and to increase minority enrollment in accelerated classes. In 1980-81, one more objective was added to the Manual PUSH-EXCEL's program emphases--to increase the number of registered voters among students who are eligible.

All of the Denver PUSH-EXCEL school programs use rewards and incentives to promote achievement, and they rely heavily

on PUSH-EXCEL staff, particularly teacher-advisors, to implement the program. Detailed descriptions of the Denver PUSH-EXCEL program and its components are in an earlier report.[3]

Funding. When implementation began in August 1979, $188,545 had been raised to begin program operations, including cash and in-kind services. First-year funding came from private foundations and corporations ($89,000), PUSH for Excellence, Inc.'s HEW grant ($74,670), and the Denver Public Schools ($24,875 in-kind and cash). Private contributions emanated from the following foundations: Piton, Denver, Adolph Coors, Boettcher, Johnson, Mountain Bell, Franklin L. Burns, Atlantic Richfield, Frontier Airlines, and Jack Hogan Charitable.

Operating funds for the second year of the Denver PUSH-EXCEL 1980-81 program were $183,375. PUSH for Excellence, Inc.'s HEW grant supplied $71,000, and DPS contributed $74,875. Private, corporate, and foundation donations were $37,500. The activities that the program implemented are discussed in the next section.

Activities

Table 3 shows the activities conducted sitewide and at each school during 1979-1980 and 1980-81. During 1979-1980, the program had activities targeted at each objective for that year. The structural components were in place at the site and school levels. Activities were conducted to gain the attention of target groups and to involve them--kick-off events, pledge signing, organization of task forces, and publication of the PUSH-EXCEL newsletter. All schools but Manual started activities related to social and occupational aspirations. To promote cooperation between the two schools, East and Manual conducted a joint in-service workshop and held a voter registration contest.

During the first year, all schools used rewards and incentives for attendance and achievement except Cole, which started an attendance program--the Pupil Improvement

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[3]Kumi, L.M., & Lee, A. The national evaluation of the PUSH for Excellence project: Denver program description. Washington, D.C.: American Institutes for Research, 1980.

TABLE 3

Denver PUSH-EXCEL Activities for 1979-80 and 1980-81

	Year Activity in-Place		Target Group [1]	
	1979-80	1980-81	General	Special Interest
SITEWIDE [2]				
Activities in the School				
Regular Events				
• Student, Parent, and School Staff Pledge Drives	X	X	X	
• PUSH-EXCEL Newsletter	X	X	X	
• Advisory Councils	X	X	X [3]	
• Awards and Incentives for Attendance	X [4]	X	X	
• Awards and Incentives for Achievement	X	X	X	
• PUSH-EXCEL Assemblies/Guest Speakers	X	X		X
• Study Skills Workshops		X	X	
Special Events				
• Principals State of the School Address	X	X	X	
• Kick-off Rally and Assemblies	X	X	X	
• Brotherhood Week Contests and Ethnic Awareness Activities	X	X	X	
• PUSH-EXCEL Needs Assessment		X	X	
Activities in the Community				
Regular Events				
• Parent Task Force	X	X	X	
• Study Skills Committee		X	X	
• Religious Task Force	X	X		X
• Business Task Force		X		X
• Financial Donors Reception/Fundraising Committee	X	X		X
• Advisory Commission	X	X	X [5]	
• Interface with Community Groups		X	X	
• Media Coverage	X	X	X	
Special Events				
• Parent Rally	X		X	
• Open House/Thank You Reception	X	X	X	
• Community Information Meetings	X		X	
• Mayor's Proclamation of PUSH-EXCEL Week		X	X	

[1] "General target group" refers to one or more of the four invovement groups—students, parents, school staff, and community. "Special interest group" refers to subcategories of these involvement groups.

[2] Sitewide activities include activities that were planned and implemented by the site office, and activities with similar themes implemented by all the PUSH-EXCEL schools.

[3] Advisory councils are composed of representatives of each of the four involvement groups—student, parent, school staff, and community. Except at Steck Elementary, parents and teachers made up the council. The councils at Steck Elementary and Cole Jr. High ceased to function in 1980-81.

[4] Cole Jr. High students attendance activities in 1980-81.

[5] The Advisory Commission was composed of representatives of each of the four involvement groups—student, parent, school staff, and community. The Advisory Commission ceased to function in spring 1981.

TABLE 3

Denver PUSH-EXCEL Activities for 1979-80 and 1980-81 (continued)

	Year Activity in-Place		Target Group	
	1979-80	1980-81	General	Special Interest
STECK ELEMENATARY				
Activities in the School				
Regular Events				
• Clubs	X	X	X	
• Computer Class	X	X	X	
• Friday Special Activities	X	X	X	
• Tutoring by Jr. High School Students	X		X	
• Parent Volunteers	X		X	
• Teacher Resource Shelf		X	X	
• Great Books Class		X	X	
Special Events				
• Roller Skating Party	X		X	
• Talent Fair	X		X	
• PUSH-EXCEL Fundraising (Sales of Buttons, Decals, T-Shirts, IDs, Pencils)	X		X	
• School News Reporter Trainees	X		X	
• Report Card Pickup/Back-to-School Night	X		X	
• Colorado Math League Contest		X	X	
• Spelling Bee		X	X	
• Fifth Grade Play		X	X	
• St. Patricks Day Parade		X	X	
• PUSH-EXCEL Planning Committee	X	X	X	
Activities in the Community				
Regular Event				
• Parenting Workshops		X	X	
Special Events				
• Family Picnic	X		X	
• Community Luncheons	X		X	
• Gasic Skills Calendar Distribution		X	X	
COLE JR. HIGH SCHOOL				
Activities in the Schools				
Regular Events				
• Happy Birthday Announcements	X	X	X	
• After-School Clubs	X	X	X[1]	
• Cole Buddy System	X	X	X	
• 8th Grade Study Skills Committee		X		X

[1] The PUSH-EXCEL Club was the only club targeted to PUSH-EXCEL pledges.

TABLE 3

Denver PUSH-EXCEL Activities for 1979-80 and 1980-81 (continued)

	Year Activity in-Place		Target Group	
	1979-80	1980-81	General	Special Interest
COLE JR. HIGH SCOOL (continued)				
Special Events				
• Fundraising (Career Day Grant Proposal)	X			X
• Career Day	X	X	X	
• Science Model Fair/Plastic Models Contest		X	X	
• Parent-Teacher Conference/Back-to-School Night	X		X	
• "Name Me" Newsletter Contest	X		X	
• Parent Improvement Meeting		X	X	
Activities in the Community				
Regular Event				
• Pupil Improvement Program		X		X
Special Event				
• Field Trips		X	X	
EAST HIGH SCHOOL				
Activities in School				
Regular Events				
• PUSH-EXCEL Representation on Programs and Committees		X		X
• PUSH-EXCEL Information Booth	X	X	X	
• Group Counseling	X			X
• School Beautification	X	X	X	
• Delegate Assembly		X		X
• Staff Advisement Board	X	X	X	
• Faculty and Staff Information Sharing	X	X	X	
• Student/Tutor Individual Counseling	X	X		X
• PUSH-EXCEL Effective Positive Peers (PEEPP) Club	X	X		X
Special Events				
• Voter Registration	X	X		X
• Census Drive	X		X	
• Alcohol Awareness Month	X		X	
• Guardian Angel Breakfast	X	X		X
• Love Run	X		X	
• Fifties Dance	X		X	
• Spring Fest Chili-Dog Booth	X		X	
• Blood Donor Program		X	X	
• Holiday Kiss Contest		X	X	
• Reception for Student Leaders		X		X

TABLE 3

Denver PUSH-EXCEL Activities for 1979-80 and 1980-81 (continued)

	Year Activity in-Place		Target Group	
	1979-80	1980-81	General	Special Interest
EAST HIGH SCHOOL (continued)				
Special Events				
• PUSH-EXCEL Student Supoort to Student Council Speakout		X		X
• Coffee Cake Converstation with Teachers		X	X	
• Boy Scout Explorer Communication Workshop		X	X	
• "Name Me" Newsletter Contest	X		X	
Activities in the Community				
Regular Event				
• Business Pledge	X			X
Special Events				
• Congressional Page		X	X	
• Parental Contacts by Teacher-Advisor	X		X	
• Media-T.V. Interviews and Radio Announcements		X	X	
• East/Manual In-Service Training	X		X	
MANUAL HIGH SCHOOL				
Activities in the School				
Regular Events				
• Individual Counseling		X		X
• Group Counseling	X			X
• Progress Reports	X			X
• Personal Responsibility for Excellence in Programs (PREP) Seminar/Peer Tutoring	X			X
• Student Advisory Council		X	X	
• PUSH-EXCEL Resource Center		X	X	
Special Events				
• Fundraising (PUSH-EXCEL Buttons)	X		X	
• Votor Registration	X	X		X
• Lunch Breakway		X	X	
• Basketball Classic		X	X	
• Dessert Dialogue		X	X	
• Report Card Pickup	X		X	
• Parent Volunteers	X		X	
• "Name Me" Newsletter Contest	X		X	

TABLE 3

Denver PUSH-EXCEL Activities for 1979-80 and 1980-81 (continued)

	Year Activity in-Place		Target Group	
	1979-80	1980-81	General	Special Interest
MANUAL HIGH SCHOOL (continued)				
Activities in the Community				
Special Events				
• Congressional Page		X	X	
• Radio Taping		X	X	
• Senior Citizen Voter Support		X		X
• East/Manual In-Service Training	X		X	

Program--in year two. Examples of first year components include the Honor Roll and Perfect Attendance awards at Steck, and at East the Student of the Month and Class Attendance Design and Attendance Contest. Both high schools started counseling activities focused squarely on the second year's objectives of building self esteem and self direction.

By the end of the first year an active in-school component was in place. In 1980-81 many of the activities were continued and new ones were added with the same themes. For example, more awards and recognition activities were added. Most of the new activities were special events. For example, Steck added a Spelling Bee, a Fifth Grade Play, and a St. Patrick's Day Parade; and East added the Blood Donor Program, a Holiday Kiss Contest, a Reception for Student Leaders, and a Coffee Cake Conversation with Teachers.

At the site level, the out-of-school component was further developed and a handful of community outreach activities were held. The mayor proclaimed the week of September 8-12 as PUSH-EXCEL week. Four study skills workshops for parents and students were held at East and Manual. The task forces and the study skills committee met regularly. A fund-raising committee was formed, which included prominent businessmen in the community, and PUSH-EXCEL staff formed contacts with with activist community groups.

At Steck Elementary and Cole Junior High, the activities were mainly targeted toward general involvement groups. At the two high schools, more activities were aimed toward special interest groups. For example, only PUSH-EXCEL pledge students were allowed to participate in the Delegate Assembly, Student/Tutor Individual Counseling, and the PUSH-EXCEL Effective Positive Peers Club (PEEPP) at East High. Manual High conducted Individual Counseling, Group Counseling, and the Personal Responsibility for Excellence in Programs (PREP) Seminar exclusively for PUSH-EXCEL pledgees.

Evaluation

Denver participated in the national evaluation of PUSH-EXCEL. The evaluation results are reported in Chapter 5 of this report.

KANSAS CITY PUSH-EXCEL PROGRAM SYNOPSIS

PUSH-EXCEL was introduced to Kansas City through the Central Alumni Association (CAA) during the 1976-77 school year. One of CAA's members presented the ten PUSH-EXCEL concepts to the group, which then invited Jackson to Kansas City. Jackson's visit included an inspirational speech at Southeast High School and discussions with the Central High School administration, the CAA, and the Superintendent of Schools.

Following the visit, the CAA actively solicited the endorsements of the Superintendent's Office and the Board of Education to designate Central a pilot demonstration school in Kansas City. Negotiations between the school board, CAA, and the National Office resulted in an agreement. PUSH-EXCEL began operations at Central in September 1977.

Rationale

The CAA grew out of the Central High Athletic Alumni Association, which was formed in the early seventies. Repeated losses by previously outstanding athletic teams raised alumni concern. A closer look revealed an array of disappointing conditions at Central:

- lack of motivation among students and teachers;
- fighting and vandalism;
- extensive use of drugs;
- lack of school-sponsored extracurricular activities; and
- little parent involvement.

In 1975-76, the Athletic Alumni Association changed its name to the Central Alumni Association so that its mission could be broadened. The CAA was incorporated in 1976, and it spent

the 1976-77 school year establishing programs to address problems at Central. One of these programs was PUSH-EXCEL.

In its first year, PUSH-EXCEL focused on developing a Pride Association for students and a parents group, and on organizing teachers. Later, East and West High Schools joined the program. At one time, programs had been developed and planned for implementation in seven Kansas City schools. Because of such factors as decreased support from the school system, staff turnover, and decreased funding, however, the program currently operates in only one school (East).

By 1980, the overall Kansas City PUSH-EXCEL program goal was "to provide the opportunity and the atmosphere to motivate students to become personally accountable (responsible) to obtain those skills and ethnic values that make the society in which they live a better place for people of all races, creeds, and cultural backgrounds."[4] Specific objectives toward achieving this goal were:

- to boost student morale so that students demonstrate pride in themselves and in their school;
- to provide the opportunity for the nonconformist student to develop a positive self-concept, examine behavorial alternatives, and make wise decisions regarding life;
- to provide career exploration and job experience for students who would not receive them through other activities;
- to mobilize staff and faculty for PUSH-EXCEL;
- to mobilize parents (awareness and responsibility);
- to use community resources in support of the program;

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[4]McConley, J. PUSH-EXCEL/Kansas City. Year end report. Kansas City, Mo.: Kansas City PUSH-EXCEL, 20 December 1981.

- to use the clerical community in support of the program; and
- to evaluate the program.

The history of Kansas City PUSH-EXCEL and the description of its components are in an earlier report.[5]

Organization and Funding

Early on, the vice-principal of Central High School was the director of PUSH-EXCEL. The school superintendent supported the program, though he was not directly involved. In the program's first year, the staff included a home-school coordinator, an administrative assistant, and an attendance clerk. By 1979-80, East and West High Schools had joined the program, and an acting director assumed the administrative and coordinative functions. His staff consisted of an administrative assistant. Each principal maintained responsibility for in-school activities. A teacher-advisor was usually appointed by the principal of each school.

As of fall 1980, most Kansas City PUSH-EXCEL activities were targeted toward students at East High School. The positions of assistant director (formerly the administrative assistant), liaison, and liaison coordinator were now filled. Early in 1981, Kansas City adopted the staff configuration represented in Figure 4. PUSH-EXCEL staff, including a newly hired community liaison, worked closely with the high school principal. He appointed a teacher-motivator and a teacher-advisor to work with the program.

Staff. The director of Kansas City PUSH-EXCEL is the connecting link between the many people involved in the program--school principals, community members, local businesses, and the Board of Education. She motivates all participants, and she develops resources, administers the program, and supervises all staff. The assistant director coordinates all Kansas City PUSH-EXCEL activities. She is a key person in planning the program, developing materials to publicize the program, and maintaining project records.

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[5]Kumi, L.M., Thompkins, N., Hamm, W., Allen, T.W., & Murray, S.R. The national evaluation of the PUSH for Excellence program: Phase I. program descriptions. Washington, D.C.: American Institutes for Research, March 1979.

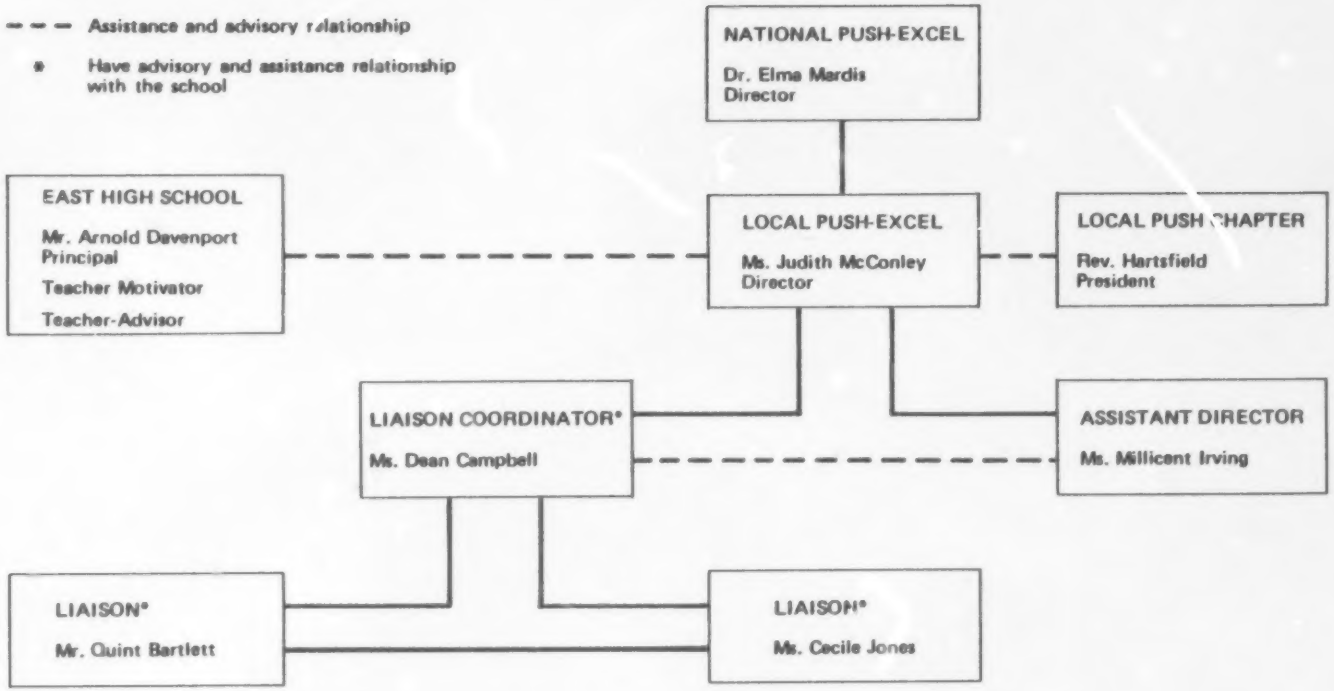

FIGURE 4. Kansas City PUSH-EXCEL Organization Chart

The liaison coordinator coordinates program resources and trouble-shoots. She works with special groups in each involvement category--parents, teachers, students, and the community. Each of the liaisons works on specific aspects of the program under the direction of the liaison coordinator.

School component. East High School is located in a working class community, and it has continued in the PUSH-EXCEL program because of the school's and the community's commitment to it. Support from the school system was obtained because of East's involvement. The student body is integrated, 63 percent minority and 37 percent white, which has been achieved through Kansas City's desegregation program. The major problems at East are absenteeism, suspensions, and failures.

Because East is currently the only active Kansas City PUSH-EXCEL school, the site objectives are those of its program. The long-range objectives are to expand inspirational activities and to develop more positive attitudes among students in behavior, race relations, attendance, and achievement.

Funding. Kansas City PUSH-EXCEL began with just enough funds to cover the salary of the project director. Central provided office space within the school, and the CAA donated supplies and equipment. In 1978-79, the CAA withdrew its financial support, and National PUSH-EXCEL became the Kansas City program's sole source of funding. National's allotment was increased to cover staff salaries, office space rental, and supplies and equipment.

National continued to be a major source of support ($90,381) for Kansas City PUSH-EXCEL in 1979-80. The Department of Labor funded an adjunct program, the Career Exploration Demonstration Project (CEP), for approximately $250,000.

In 1980-81, the program received $117,460 from National. Most of the funds ($103,600) were part of the Department of Education's grant to PUSH for Excellence, Inc.; $13,860 was the in-kind match produced by National. The Career courses continued to be funded from two sources: a grant from the Department of Labor to PUSH for Excellence, Inc., and $150,000 in state funds to the Kansas City branch of Operation PUSH.

Activities

In 1979-1980, there were PUSH-EXCEL programs in three high schools--Central, East, and West. Fall activities included kick-off events, student and parent pledge-signing campaigns, a parent group (Central), Teachers for Excellence Council, teacher needs assessment (East), tracking of students with poor attendance (Central and East), Athletes for Excellence (Central), Student of the Month (Central), and reward socials (East).

Not all activities were continued under a new director in the spring of 1980. Instead, the following sitewide activities were implemented:

- school needs assessment conducted by the PUSH-EXCEL staff;
- the Academic Olympics;
- voter registration; and
- establishment of an Education Advisory Council.

In 1980-1981, Kansas City PUSH-EXCEL conducted a full-scale program at one school--East High. Two activities were continued at Central--the Academic Olympics and Honors Awards. West High was closed by the school board.

Table 4 summarizes the 1980-81 program activities at East. PUSH-EXCEL developed an extensive roster of school-based activities to strengthen its in-school component and to meet its program objectives. The program concentrated on developing a base of support from:

- the students through ninth grade orientation, convocation, pledged student reception, career classes, and a class on listening and note-taking offered as part of the school curriculum; other efforts included the Academic Olympics, a newsletter, voter registration, and a leadership council consisting of student organization leaders;
- the school staff through orientation sessions, Love-a-Teacher and Staff Appreciation Weeks, participation of PUSH-EXCEL staff on

TABLE 4

Kansas City PUSH-EXCEL Activities for 1980-81

	Target Group *	
	General	Special Interest
EAST HIGH SCHOOL		
Activities in the School		
Regular Events		
• Student, Parent, Teacher, and Community Pledge Drives		X
• Attendance Program	X	
• Attendance Aides		X
• Leadership Council (ELOT)		X
• Listening and Note Taking Class		X
• PUSH-EXCEL Newsletter	X	
• Career Class I		X
• Career Workshops		
Time Management	X	
Assertive, Passive, Aggressive		X
Self-Concept		X
Postitive Thinking		X
• Career Class II		X
• Grade Card Pickups (4 events)	X	
• Parent Workshops (3 events)	X	
• PUSH-EXCEL Staff Representation on School Advisory Committees	X	
Special Events		
• Pledge Reception		X
• 9th Grade Orientation		X
• Convocation	X	
• Academic Olympics		X
• Voter Registration Drive		X
• Parent Volunteer Meeting		X
• Teacher Orientation	X	
• Love-a-Teacher/Staff Appreciation Weeks		X
Activities in the Community		
Regular Events		
• Fundraising Committee	X	
• Media Committee	X	
• Radio Broadcasts		X

* "General target group" refers to one or more of the four involvement groups--student, parent, school staff, and community. "Special Interest group" refers to subcategories of these involvement groups.

TABLE 4

Kansas City PUSH-EXCEL Activities for 1980-81 (continued)

	Target Group	
	General	Special Interest
EAST HIGH SCHOOL (continued)		
Special Events		
• Fundraising Events	X	
• Business Luncheon		X
• Xerox Corporation Meeting		X
• Newspaper Evaluation and Critiques		X
• Thank You Reception	X	
• Adoption of PUSH-EXCEL by Local Churches		X
• Ministers Meeting		X

school advisory committees and in the school attendance program; and

- the parents through parent-teacher conferences in conjunction with report card pick-ups, parent workshops, and organizing parent volunteers to help with fundraising, telephoning, chaperoning activities, and serving as cafeteria monitors.

The out-of-school component was developed by using community resources--donations of time (e.g., speakers at career classes), equipment (e.g., typewriters), money (e.g., tickets bought for fundraisers)--and enlisting the support of the local clergy. Two churches adopted PUSH-EXCEL activities, and a group of ministers was organized to support the program.

Evaluation

Kansas City's selection as a pilot demonstration site made it a prime candidate to be included in the national evaluation of PUSH-EXCEL. Central, East, and West High Schools were selected in 1979-80, and baseline data were gathered.[6] The second data collection cycle took place in the spring of 1981, when Central and West High Schools were no longer in the program. Irregularities in AIR's data collection at East resulted in an inadequate sample size, and the questionnaire was not administered there. Kansas City was not included in the national evaluation. Preliminary indications from Kansas City PUSH-EXCEL's internal evaluations were that attendance was improving in East High School.

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[6]Murray, S.R., Murray, C.A., Parham, P.A., Kumi, L.M., & Gragg, F.E. The national evaluation of the PUSH for Excellence project, Technical Report 3: The program, the school, and the students. Washington, D.C.: American Institutes for Research, 1981.

LOS ANGELES PUSH-EXCEL PROGRAM SYNOPSIS

Early in 1976, Jesse Jackson began a campaign to establish a PUSH-EXCEL program in Los Angeles. He made presentations to local officials. The success of his campaigns is shown by the institution of PUSH-EXCEL programs in four schools in 1976-77.

During the first year, the local commitment to PUSH-EXCEL grew. The superintendent of schools, among others, was convinced of the value of the program. He met with 12 area superintendents to identify additional schools that could participate, and in 1977-78 PUSH-EXCEL was initiated in five additional schools. During the second year, Los Angeles PUSH-EXCEL was being implemented in nine high schools--Crenshaw, Dorsey, Fremont, Grant, Jefferson, Jordan, Locke, Los Angeles, and Washington.

Rationale

Los Angeles Unified School District (L.A.U.S.D.) faced particularly vexing problems during the first years of PUSH-EXCEL. As in many large city school districts in the mid-seventies, student attendance and punctuality were problems; standardized achievement scores were declining; and apathy characterized parents, teachers, and students. The public was disenchanted with public education, and in 1977, Proposition 13 was passed, reducing state education funds.

The total involvement approach of PUSH-EXCEL was seen as a strategy for resolving both these concerns simultaneously. Twelve schools had been identified to participate in the program before the 1977-78 school year began. One withdrew voluntarily, and two could not afford to participate after the passage of Proposition 13. In a period of mounting enthusiasm for PUSH-EXCEL, other factors were working against its full implementation.

Nonetheless, L.A.U.S.D. was a strong supporter of PUSH-EXCEL, and funded its implementation in nine schools in 1977-78. The primary goals of the early PUSH-EXCEL programs

were to increase student attendance and punctuality. Keeping students in the classroom so that they are exposed to the education being offered was the major thrust of the program.

Organization and Funding

In the early years, the structure of the Los Angeles program was a model for other PUSH-EXCEL programs. L.A.U.S.D. hired teacher-advisors and community liaisons for each school in 1977. The Board of Education was the final authority and the PUSH-EXCEL coordinator, funded by National, was the liaison between the two. This organizational configuration continued, and it was strengthened in 1978. By fall 1979, PUSH-EXCEL lost L.A.U.S.D. support. The transition to being a community-based program cost PUSH-EXCEL one semester of operation, during which a major reorganization took place. The PUSH-EXCEL coordinator position became a directorship, and the site hired six area coordinators. The area coordinators worked with three technical consultants, across school sites, to facilitate parental involvement, maintain liaison with the community, and promote teacher involvement.

Figure 5 shows the 1980-81 organizational structure. Two participating schools dropped out of the program and, instead of having area coordinators and technical consultants responsible for their constituencies across seven participating schools, a community liaison and two motivational engineers were assigned to each school. In addition to the director and seven community liaisons, the Los Angeles program was staffed by an administrative assistant and a research assistant. Paid teacher-advisors were no longer on the PUSH-EXCEL staff.

Staff. During 1980-81, all Los Angeles PUSH-EXCEL staff were responsible to the acting director. He continued to direct program operations and generate community support for the program. The community liaisons now had to try to develop in-school and community activities. They collaborated and shared expertise when one's speciality--e.g., parent/student coordinator, media, job development, etc.--was needed for the development of programmatic activities in any school.

Each school was also staffed by two student "motivational engineers," under a CETA grant that began in September

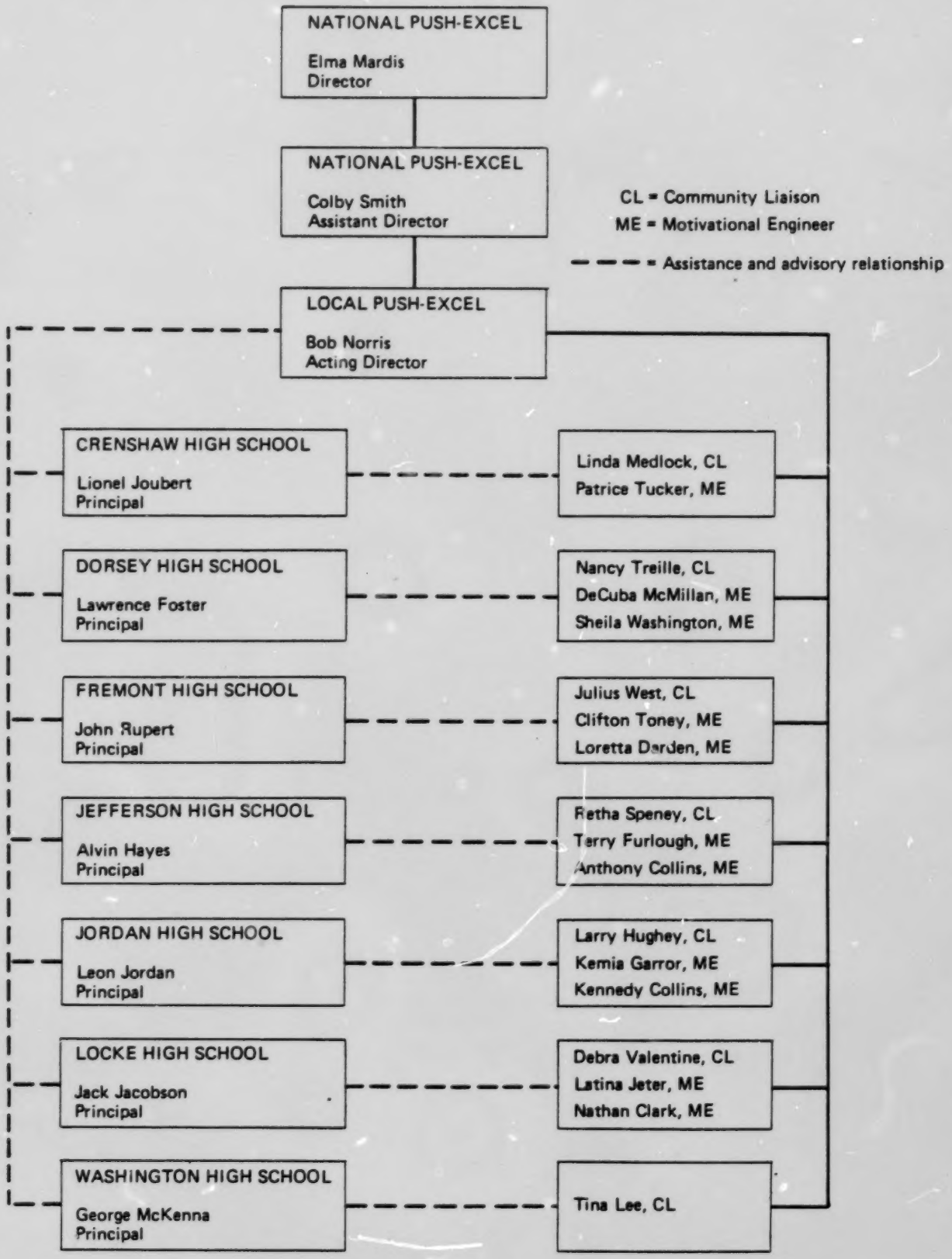

FIGURE 5. Los Angeles PUSH-EXCEL Organization Chart

1980. Their duties included collecting pledges and stimulating student involvement in the schools. They were responsibile to their respective community liaisons. Four schools selected teachers to work with the PUSH-EXCEL program on a voluntary basis. The others had no active in-school PUSH-EXCEL staff.

School components. The seven active PUSH-EXCEL high schools in 1980-81 were Crenshaw, Dorsey, Fremont, Jefferson, Jordan, Locke, and Washington. While all adhered to the previously stated goals of Los Angeles PUSH-EXCEL, their emphases were different.

- Crenshaw serves a lower-middle class black community. Of its approximate 2,735 students, 99.3 percent are black. The surrounding area is composed largely of single-family dwellings. Community support for the program was initially very strong. The objectives for the Crenshaw program were to reduce tardiness and loitering by 25 percent and to improve the visual appearance of the campus.

- Dorsey's community is very similar to that of Crenshaw. The school serves approximately 2,100 pupils, 92 percent of whom are black. Approximately 6 percent of the student body is Asian, 2 percent Hispanic, and less than 1 percent are white and Native American. The major goal of Dorsey's PUSH-EXCEL program is to reduce tardiness. They are also seeking to improve campus discipline and attendance, i.e., to reduce loitering; to provide more effective classroom instruction; and to increase community and parental involvement in the school's programs and problems.

- Fremont is also located in a predominately black, lower-income community. Ninety-eight percent of the 2,500 students enrolled are black. The overall goal of Fremont's program is to get students back into the classroom and on time. The specific PUSH-EXCEL program objectives are to improve student attendance and reduce tardiness, and to improve parental participation.

- Jefferson, in a lower-income, black inner city area, serves approximately 1,900 students. Approximately 88 percent of the students are black, and 12 percent are Hispanic. The two major PUSH-EXCEL objectives at Jefferson High are to improve student self-concepts, and to improve attendance and reduce tardiness.

- Jordan is in Watts. It is a lower income community, and Jordan High was plagued by gang violence when PUSH-EXCEL began. The school serves approximately 1,500 students. Most (98%) of these students are black, with a small (2.3%) Hispanic population, and a few (1%) Asian American and white students. PUSH-EXCEL's primary goals were to reduce tardiness and absenteeism, and to increase parental involvement.

- Locke is also in a lower income black community. Many (88%) of the approximately 2,500 students are black. The remaining students are Hispanic, Asian, and white. The objectives of Locke PUSH-EXCEL are to improve attendance and to reduce tardiness, and to increase parental involvement.

- Washington is in a predominately black, middle-class community of single-family dwellings. Approximately 2,570 students are enrolled. The ethnic breakdown of the student body is: 95 percent black, 5 percent Hispanic, and a few Asian Americans. Almost one-third of the student body was absent each day when PUSH-EXCEL began. The PUSH-EXCEL objectives were, therefore, to reduce the number of daily absences and tardies.

All of the Los Angeles PUSH-EXCEL programs were in high schools that were plagued by absences and tardiness on the part of large segments of the student body. The overreaching goal was simply to get students to attend and stay in classrooms so that they could be exposed to the education that they were being offered. In only one school was any focus on improving scholastic achievement or motivation. In several of these schools, it was obviously felt that involving

parents in the educational system would increase and improve the quality of student participation. The Los Angeles PUSH-EXCEL program has been described in two earlier reports.[7]

Funding. Los Angeles PUSH-EXCEL began in September 1977 as a joint venture between L.A.U.S.D. and the PUSH-EXCEL National Office. The school board allocated over $400,000 to the program, and stipulated that the funds be shared between the local PUSH-EXCEL office and the school district personnel hired to work on the program. L.A.U.S.D. also contributed substantial program funds in 1978.

By 1979, L.A.U.S.D. support was cut to $279,000, partly because of the L.A.U.S.D. budget crunch. The program began to pursue alternative funding sources rigorously. In 1980, National contributed $132,000 and private and philanthropic donations totaled $71,000. CETA contributed $274,113, part of which subsidized the student motivational engineers, bringing the total operating funds for 1980-81 to $477,113.

The loss of CETA funds and a less positive posture by private and foundation donors, together with the need to negotiate directly with NIE for program funds, greatly taxed the already overworked Los Angeles PUSH-EXCEL staff. The program ceased to operate in the summer of 1981.

Activities

In 1979-80, the Los Angeles program had lost L.A.U.S.D. support and was involved in a major restructuring of its operations. The program sought to give technical assistance to teachers in PUSH-EXCEL schools to generate community mobilization. In-school activities at the nine PUSH-EXCEL schools were sparse, as shown in Table 5. Each school

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[7]Kumi, L.M., Thompkins, N., Hamm, W., Allen, T.W., & Murray, S.R. The national evaluation of the PUSH for Excellence program: Phase I. program descriptions. Washington, D.C.: American Institutes for Research, March 1979.

Murray, S.R., Murray, C.A., Rouse, W.V., Clair, J.A., & Kumi, L.M. The national evaluation of the PUSH for Excellence program, Technical Report 1: The evolution of a program. Washington, D.C.: American Institutes for Research, March 1980.

TABLE 5

Los Angeles PUSH-EXCEL Activities for 1979-80 and 1980-81

	Year Activity in-Place		Target Group [1]	
	1979-80	1980-81	General	Special Interest
SITEWIDE [2]				
Activities in the Schools [3]				
Regular Events				
• Student Pledge Drive	X	X	X	
• PUSH-EXCEL Club	X	X [4]		
Special Events				
• Report Card Pick-Up	X		X	
• Convocation		X	X	
• State-of-the-School Addresses		X	X	
• Speech by Jesse Jackson		X	X	
Activities in the Community				
Regular Event				
• Academic Olympics	X	X	X	
Special Events				
• Basketball League	X		X	
• Promotional Program	X		X	
• Career Forum	X		X	
• Media Promotion	X	X	X	
• Business Advisory Council	X			X
JORDAN HIGH SCHOOL				
Activities in the School				
Regular Event				
• Parent Pledge Drive		X	X	
Activities in the Community				
Special Events				
• Field Trip to Movie Studio		X	X	
• Business Support		X	X	

[1] "General target group" refers to one or more of the four involvement groups—student, parent, school staff, and community. "Special interest group" refers to sub-categories of these involvement groups.

[2] Sitewide activities include activities that were planned and implemented by the site office, and activities with similar themes implemented by all the PUSH-EXCEL schools.

[3] During the 1979-80 school year, PUSH-EXCEL was in nine high schools—Crenshaw, Dorsey, Fremont, Grant, Jefferson, Jordan, Locke, Los Angeles, and Washington. In 1980-81 two dropped out—Grant and Los Angeles—and one did not have a program in place—Washington.

[4] Locke High School did not have a PUSH-EXCEL club in fall 1980.

TABLE 5

Los Angeles PUSH-EXCEL Activities for 1979-80 and 1980-81

	Year Activity in-Place		Target Group	
	1979-80	1980-81	General	Special Interest
THOMAS JEFFERSON HIGH SCHOOL				
Activities in the School				
Special Event				
• Absentee Awards		X	X	
Activities in the Community				
Regular Events				
• Fundraising		X	X	
• Jefferson Compensatory Education Advisory Group		X	X	
Special Events				
• Field Trip to Radio Station		X		
• Christmas Gifts & Canned Goods Drive for Needy Families		X		
• PUSH for Excellence for Parents		X		
• Community support—churches, media, & businesses		X		X
• Christmas Pot-Luck		X	X	
CRENSHAW HIGH SCHOOL				
Activities in the School				
Regular Events				
• PUSH-EXCEL (Hall) Sweep Center		X	X	
• PUSH-EXCEL Speaker Series		X	X	
• PUSH-EXCEL Assemblies and Rallies		X	X	
Activities in the Community				
Regular Events				
• Parents for Excellence		X	X	
• Community Stakeholders		X	X	
Special Event				
• Field Trips to Television & Radio Studios		X	X	
DORSEY HIGH SCHOOL				
Activities in the School				
Regular Events				
• World of Work Class		X	X	
• World of Work Seminars		X	X	

TABLE 5

Los Angeles PUSH-EXCEL Activities for 1979-80 and 1980-81

	Year Activity in-Place		Target Group	
	1979-80	1980-81	General	Special Interest
DORSEY HIGH SCHOOL (continued)				
Activities in the School				
Special Events				
• Trip to Television Studio Filming		X	X	
• Impact Educator's Motivational Seminar		X	X	
LOCKE HIGH SCHOOL				
Activities in the School				
Regular Event				
• Parent Pledge Drive		X	X	

implemented student pledge drives, PUSH-EXCEL clubs, and held Report Card Pickups.

Community support was gained by pooling most of the program resources to prepare for the Academic Olympics in the spring of 1980. This event involved extensive publicity, including media coverage, school visits by impact educators, parent meetings, and an appeal to the community for funds. The site held a handful of other special events to mobilize the community. For example, a basketball league, a career forum, and a Business Advisory Council were formed. All but a couple of activities were targeted toward general involvement groups.

In 1980-81, seven schools had PUSH-EXCEL programs, and program activities changed very little. The site organized a few new in-school special events--convocations, State-of-the-School Addresses, and speeches by Jesse Jackson--and the Academic Olympics was again the major event in the community. At the schools, a variety of program activities were implemented. The two schools that retained the same PUSH-EXCEL staff--Crenshaw and Thomas Jefferson--had more activities than those where turnover occurred. Dorsey High added a World of Work class to its curriculum.

Evaluation

The lack of continuity in Los Angeles PUSH-EXCEL following its affiliation with National precluded its inclusion in the AIR program evaluation. However, L.A.U.S.D. completed an internal program evaluation for the Board of Education during the summer of 1979. Nine schools were participating in PUSH-EXCEL at the time of the evaluation. A capsule summary of these findings follows.

L.A.U.S.D. found that the PUSH-EXCEL program was being "moderately to fully" implemented in all schools. Eight schools were attempting to improve attendance and/or reduce tardiness. While all of the schools had expressed a commitment to begin voter registration drives for 18 year olds, only three had actually done so. The other six planned implementation of this program component before the next election (1980). A major impediment to implementation was the imposition of PUSH-EXCEL activities on the schools without sufficient prior involvement of teacher-advisors.

Hard data for evaluative purposes were difficult to obtain. It was reported that two schools did not submit data, and that only two schools "were able to summarize the raw data and derive findings concerning their stated objectives". Although hard data were not available, school personnel were convinced that tardiness had been reduced and that attendance had improved. Increased parent involvement was attained in schools where this was a stated objective. The report concluded that, in terms of meeting its stated objectives, some positive change resulted from PUSH-EXCEL.

According to interviews with key actors, program implementors felt that the PUSH-EXCEL impact on the schools had been positive. Eight of the nine schools wanted to continue in the program. They were all experiencing financial difficulties, and they felt that PUSH-EXCEL's potential for success would be greatly increased by the infusion of additional personnel and resources. Relationships between in-school and PUSH-EXCEL staff were perceived as good to excellent, though variances in perceptions of the program's goals and how they should be attained colored these relations.

Key actors felt that the most positive aspect of PUSH-EXCEL was the total involvement approach. A successful team depended "upon competent and enthusiastic personnel being available in sufficient numbers and time to follow-up, stay in contact with the home, maintain adequate records, and give effective counseling" (p. 63). Churches and businesses were the community resources most often mobilized to make the program a success.

The L.A.U.S.D. report concluded that more time was needed for program implementation before significant charges would be measured. It did, however, recommend that PUSH-EXCEL be continued, based on perceptions of progam personnel and participants. It was also recommended that:

- additional funds and/or personnel, pursuant to the principals' stated needs, be provided to ensure greater success;
- better communication mechanisms and planning procedures be developed between L.A.U.S.D., the schools, and PUSH-EXCEL;
- personnel roles be clarified; and

- school personnel receive additional training and clerical assistance for program evaluations.

As stated previously, PUSH-EXCEL did continue to operate through the spring of 1981. However, funding and resources became more difficult to come by each succeeding year, and the program was finally discontinued.

APPENDIX C

KANSAS CITY PROGRAM DESCRIPTION

KANSAS CITY SITE DESCRIPTION

Kansas City, Missouri (population 500,000) has two high schools--Central and East--involved in PUSH-EXCEL program activities, with plans for expansion to other schools underway. The Superintendent of Schools' office and the Board of Education have, however, endorsed only the program at Central High. The focus of local PUSH-EXCEL has been to develop Central High as a PUSH-EXCEL "pilot" school. Up until now, East has been involved only informally through the initiatives of East faculty and the local PUSH-EXCEL Director.

Kansas City PUSH-EXCEL presently has one source of funding: the National PUSH-EXCEL office, which pays the salaries of staff, the cost of renting office space, and the cost of supplies and equipment. Starting in the fall, additional support will come from a grant that National PUSH-EXCEL recently received from the Department of Labor for a Career Explanation Demonstration Project (CEP). Its purpose is "combating the problem of structural unemployment among economically disadvantaged youth, and aid in their transition from school to the world of work." The 13-month, $500,000 grant (effective 1 September 1979) will be divided between Chicago and Kansas City. In Kansas City, both Central and East will be involved in CEP.

HISTORY OF THE SITE

Central High School Alumni Association

The PUSH-EXCEL program in Kansas City was started through the activities of the Central High School Alumni

Association (CAA). The CAA is a voluntary organization formed in the mid-1970s. It is composed of alumni interested in improving all conditions at the school. The history of the CAA requires a background of Central High.

Central, up until 1957, was an all-white high school. Prior to that time, all black students attended one high school--Lincoln. As a result of the 1954 *Brown vs. Board of Education* decision, desegregation of most Kansas city schools began.

Central's racial transition was swift. The enrollment shifted from totally white in 1956 to completely black in 1963. By 1963, the neighborhood that surrounds Central had become populated with "middle class" blacks (actually working class people with a sprinkling of some professionals). While this transition was accompanied by tremendous racial tension, the school managed to maintain its high quality of teachers, students, and administration.* Central had always been known for its excellence in athletics and academics.

In the early 1960s, Central was the first high school in Kansas City to win the state (Missouri) basketball championship. This title was recaptured several times over the next decade. Also, from 1963 to 1970, Central won the state track championship every year. In the 1960s, Central--competing with other area high schools--rarely lost in the local television scholastic competitions. In addition, there was a wealth of extracurricular activities, like a very active Chess Club, between 6 a.m. and 8 p.m every school day.

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*According to interviews with Central alumni.

Problems symptomatic of Central's decline, both academically and athletically, were noted by individual alumni during visits to the school in the early 1970s. Concern mounted over repeated losses in athletic competitions. Subsequent visits to the school by alumni uncovered an array of disappointing conditions:

- lack of motivation among students and teachers;
- fighting and vandalism;
- prevalence of drugs (specifically, marijuana);
- lack of extracurricular activities sponsored by the school; and
- little parental involvement.

One alumnus, Mr. Kamau King, called this dilemma to the attention of other alumni. A decision was made to form the Central High Athletic Alumni Association. Later (in 1975-76), the name was changed to the Central Alumni Association, so that the focus could also be directed to academics, buildings, grounds, and so forth. According to Mr. King, "a battle was required on all fronts." After formation, the CAA immediately began to raise funds through car washes, dances, donations, and the like, for team transportation to track meets and for the purchase of equipment.

The CAA was incorporated in 1976, with Mr. Kamau King as President, a position that he still holds. The CAA spent the 1976-77 school year devising programs to address the problems recognized at the school, and divided themselves into several task forces to investigate more closely the status and opportunities. The task forces concerned themselves with:

1. *Academics*. The members of this task force decentralized their investigation by dividing themselves by academic area to (a) determine what courses were being offered at Central; (b) determine

the minimal standards needed by Central students for college entrance; (c) compare the two; and (d) determine the need for more and improved courses. The data were accumulated, a suggested budget developed, and a presentation made to the Superintendent of Schools and Central's principal. Most of the recommendations have not been put into effect--primarily due to cost. One of the task force's suggestions was the institution of an after-school study period with monitors to help students with the completion of homework assignments.

2. *Athletics.* This predominant task force investigated the athletic courses offered, the levels of participation in course work of students on athletic teams, the equipment inventory, and the state of the physical plant. The task force found that there were no athletics for girls, no baseball team, no soccer team, and that none of the existing teams had equipment. These deficiencies were presented to the principal and coaches. The CAA managed to scout, buy, and receive donations of equipment for the teams from various sources. An alumnus volunteered to serve as assistant coach for the basketball team, starting in 1976-77. With his help, the team won the city championship the following school year, 1977-78. (Improvements to the physical plant were discussed under Buildings and Grounds.)

3. *Parents.* This task force examined the extent of parental involvement and determined that no organization existed in which parents could formally participate. While Mr. King did not remember the existence of a Central PTA in the past, there was a Booster Club composed of parents, as well as a great deal of unsolicited parent involvement during his school years at Central in the early 1960s. The findings of this task force were presented to the entire CAA membership and to school officials. The alumni made a decision to assist in organizing the parents. Basically, the CAA worked with the existing Booster Club and was able to interest the parents in meeting together again on a consistent basis.

4. *Nutrition.* CAA members professionally trained or interested in areas related to nutrition--doctors and nutritionists--worked on this subcommittee.

The task force documented findings on the content and preparation of food at the school, and examined the soundness of the student diet. This documentation was sent to a California nutrition laboratory, which reported that the diet was poor. (This information was recently received, representing the last of the task force findings to be received by the CAA. Other findings were presented prior to the introduction of PUSH-EXCEL to Kansas City.)

5. *Buildings and Grounds.* The buildings and grounds task force examined the condition of the school's physical plant and suggested improvements to the CAA and to the school. A proposed budget for improvements was presented. Suggestions by the task force included sandblasting the entire building, new windows, and interior painting.

   The CAA sought and received a $75,000 grant from the School Board. With this money, a new outdoor track was put in place, trees were planted, and concrete planters were added. The Association was successful in obtaining the Superintendent's consent for an unscheduled interior painting of the school, to cure what alumni thought was a "dreary" school environment. The School Board matched $300 raised by CAA with $1,500 worth of paint. CAA members worked with 50 youth hired in the summer through the Job Opportunities for Youth (JOY) program, sponsored by a community-based organization known as SAC 20. Artistic alumni designed murals and helped the youth paint them on interior walls. In addition, a major clean-up job was completed in the school, and macrame plant holders were made for every classroom.

6. *Activities.* This task force concerned itself with curricular and extracurricular activities for students. Its findings were that few activities of any sort were available, and that student motivation was extremely low. It was recommended that an organization be formed to instill pride and motivation in the student body, based on the history of accomplishments at Central. Therefore, at the instigation of Bernard Powell, President of SAC 20, the "Pride Association" was formed. Pride rallies were held every Friday morning. Speakers were brought in (primarily alumni who had become successful in their professions) to talk to the students, and act as role models. Student news and upcoming schedules were presented at the Pride Rallies and discussions were held regarding proper behavior at school.

In addition, an "in-school suspension" program was instituted to keep suspended students in a well-disciplined school environment on Central grounds, rather than sending them to their homes. This program still exists at Central and is staffed by CETA employees through the CAA.

The Association now has five standing committees:

1. Buildings and Grounds
2. Activities
3. Fund Raising
4. Athletics
5. Curriculum

The CAA's philosophy is "to take care of Central themselves, rather than to wait for the School District or anyone else to act." Plans are to:

- continue to focus on the original long-range plans suggested by the task forces; and
- concentrate on internal CAA administrative efforts, such as continued staffing and monetary support.

Introduction of PUSH-EXCEL

In the school year 1976-77, CAA member Chee Chee Williams reported to the Association on Operation PUSH's new thrust in education, EXCEL. Williams presented a ten-point EXCEL concept to the CAA. Subsequently, there was a decision to invite Rev. Jackson to Kansas City. According to King, the CAA was more interested in the motivation and exposure that Rev. Jackson could give to their activities at Central than the program activities that EXCEL might introduce.

Rev. Jackson's visit in 1976 was in part attributed to the influence of Dr. Robert Wheeler, hired as Superintendent of Schools for the Kansas City School District about a year

earlier. Wheeler, who was educated at Lincoln High School in Kansas City, returned to the public school system as a teacher and later (in the 1960s) was vice principal at Central High. In the late 1960s or early 1970s, he was appointed assistant Commissioner of Education at the U.S. Department of Health, Education and Welfare (HEW) in Washington, D.C. From this post at HEW, Wheeler developed a professional relationship with Rev. Jackson, who had sought HEW funding for the EXCEL program.

Rev. Jackson's visit included an inspirational speech at Southeast High and discussions with the Central High administration, the CAA and the Superintendent. Following the visit, the CAA actively solicited the Superintendent's Office and Board of Education endorsement to make Central the "pilot school" in Kansas City for the implementation of PUSH-EXCEL. They were successful in this endeavor.

Once agreement was reached between the Superintendent's office, the CAA, Central High's administration, and PUSH-EXCEL, a director was sought. At that time, PUSH-EXCEL only had money to support the salary of an EXCEL director; additional funds were being sought from NIE and HEW at the time. Dr. Wil MacCarther, a 1963 graduate of Central, was recommended by Wheeler for the position of director. MacCarther, an educator, was a vice principal at another high school at the time of the recommendation. Rev. Jackson returned to Kansas City to discuss further the implementation of EXCEL at Central. A consensus was reached by Rev. Jackson, Kamau King (CAA President), Bernard Powell (the late CAA Director), and Daniel Britton (Principal of Central High) that MacCarther should be the director, and that the Association and PUSH-EXCEL should join agendas in working at Central.

Just before the school year began in 1977-78, King, Powell, Britton, and MacCarther worked together to determine the involvement of PUSH-EXCEL at the school. It was decided that EXCEL would focus on: (1) the Pride Association; (2) the Parents' Group; and (3) organizing the teachers.

On loan from the school board, MacCarther began work for EXCEL at the start of the school year 1977. Central provided office space within the school. PUSH-EXCEL paid the salary of the director but did not provide supplies, equipment, or other staff. Meanwhile, the Association had been negotiating with the city for five CETA positions for their efforts. Once received, the CAA then allocated three of these people to work with MacCarther. They were: a home school coordinator, an administrative assistant, and an attendance clerk. They also donated supplies, equipment, and (according to King) expertise in social organizing.

During the 1977-78 school year, MacCarther worked with the Pride Association, the parent group, and the teachers. The Concerned Parents and Patrons organization was formally organized, and they assisted MacCarther in obtaining signed parent and student pledges and in encouraging all parents to pick up grade cards.

The EXCEL director also organized the Athletes for Excellence group (made up of students excelling in athletics as well as in academic study), and teachers to work on activities in conjunction with the CAA and EXCEL. At the end of the school year (1978), the two organizations sponsored an awards banquet for students, parents, and teachers.

Summer activities included a six-week enrichment program involving 40 students at Central and the Seventh Annual National PUSH Convention which was held in the city in July.

Due to mounting friction between MacCarther and National PUSH-EXCEL officials, MacCarther resigned as the first Kansas City director in August and returned to the Kansas City school system as a vice principal. This resulted in an administrative gap at a crucial point in the project--the time to resume project activities full force after the summer vacation. The friction that resulted in the change had been mounting for some time and, therefore, had negatively affected local constituencies such as the CAA and the Superintendent's office.

In September, 1978, Tony Johnson, the Home/School/ liaison, was selected by National PUSH-EXCEL as the Acting Director. A permanent director was to be selected by 1 January 1979.

Johnson drafted the second-year PUSH-EXCEL proposal for Kansas City (specifically, Central High) in November and presented it to Central officials; CAA representatives, local Operation PUSH chapter members and the National PUSH-EXCEL office.

The major thrust of the 1978-79 plan followed the national theme for the school year--parenting--while also focusing on innovative activities which were modeled in Kansas City.

- To initiate a parent drive designed to involve 10,000 parents in the Kansas City area;
- To expand the program to Kansas City, Kansas;
- To establish a speaker's bureau for role models;
- To broaden the membership and scope of the Atheletes for Excellence Club;

- To continue and expand the tutors program established in the first year; and
- To increase cooperative ventures with the Central Alumni.

In line with the national parenting emphasis, Johnson organized citywide Parent Conference Day in mid-November. Hundreds of parent pledges were signed at various high schools throughout the city.

In early December, after receiving little support as city director in the implementation of the second-year proposal for continuation at Central High, Johnson sent letters to the Superintendent's office, the local PUSH Chapter, Central's principal, and National PUSH-EXCEL calling for a cooperative effort. On 13 December, Central's principal, Daniel Britton, met with Johnson and indicated his loyalty to the CAA. Britton stated that he would not provide full participation and cooperation to PUSH-EXCEL at Central without the backbone of the CAA. He suggested that Johnson set up a temporary method of operation at Central by working only with the critical attendance student cases. Thus, from 11 December 1978 to 6 February 1979, PUSH-EXCEL did not function at Central.

In mid-December, Johnson and his administrative assistant, under the directive of National PUSH-EXCEL, moved their offices from Central High to a location a short distance away. In limbo about pressing local concerns for continuing PUSH-EXCEL activities at Central, Johnson decided to maintain rapport with Britton but devised an alternative, citywide strategy that involved (1) expanding media coverage on PUSH-EXCEL, (2) holding parent pledge ceremonies at five local churches, (3) expanding to new schools such as Humbolt

Junior High, Central Junior High, East High, and Lincoln A Academy, (4) holding official opening ceremony of the new PUSH-EXCEL office in January, (5) developing Adopt-A-School posters and placing them in most of the 75 businesses contracted, and (6) arranging for a PUSH-EXCEL Freshman Motivation Banquet for Central Junior High graduates.

As a result of this alternative plan, a one-hour film documentary was developed and aired by a local television station during the winter months. Numerous radio public service announcements on the merits of PUSH-EXCEL were broadcast. In January, Johnson received letters from East High School's principal and Lincoln Academy's headmaster indicating their interest in officially becoming PUSH-EXCEL schools. Also, Hallmark Cards designed the Adopt-A-School poster for the Businessmen for Excellence group, which PUSH-EXCEL helped to organized.

The official date of resumption of service to Central was 6 February 1979. The CAA sent a letter to Johnson suggesting what PUSH-EXCEL's involvement should be. Foci recommended were: continuing to work with the Concerned Parents and Patrons, the Athletic for Excellence Club, the Pride Association, and the critical attendance cases.

Johnson began work again at Central following the CAA's general guidelines.

In addition, plans were underway for the second Summer Enrichment Program for Central students, and for a new one for 40 East High students. Also, Johnson began attending Saturday morning Operation PUSH radio broadcasts to report on PUSH-EXCEL activities. One hundred volunteer applications

were mailed to Kansas City citizens in an effort to set up a PUSH-EXCEL volunteer task force. Parent pledge ceremonies at four churches bring in 1,600 parent pledges.

In May, an Academic Olympics competition was held at the University of Missouri at Kansas City with 61 students competing for scholarships and awards. This activity was sponsored through the Central High Athletes for Excellence Club.

In June, PUSH-EXCEL sponsored a citywide Reproductive Health and Careers Conference organized by PUSH-EXCEL, UMKC and a variety of social service and community organizations throughout the city.

In summer 1979, Summer Enrichment programs began at Central and East High Schools. Discussions began with Superintendent's office regarding formal endorsement of PUSH-EXCEL expansion to schools beyond Central High. Permanency of "Acting" Director was still pending.

Kansas City Framework

The Kansas City School District includes about 40 percent of the schools in the city. Approximately 13 suburban school districts overlap into Kansas City. According to Charles Hazley, a city councilman, a desegregation lawsuit was filed by the Kansas City School District in an effort to obtain two-way busing of students between the Kansas City School District and the surrounding Missouri school districts. The objective of the lawsuit was to desegregate and ultimately to consolidate all of Kansas City's schools districts into one.

Blacks make up at least 70 percent of the Kansas City School District, which includes nine high schools plus a number of junior high and elementary schools. The high schools are Lincoln Academy, Paseo, Southeast, Central, Southwest, Van Horne, Westbrook, East, and West.

There are nine school board members, six of whom were elected by district and three of whom held at-large seats. Dr. Ed Scaggs is President of the Board, Joyce Stark is Vice President. Other members include Sam Carpenter, Fletcher Daniels, Mary Roberson, and James Bonnadona. Other key persons from the Superintendent's office who have interacted with PUSH-EXCEL staff are Mary Meehan, Director of Testing and Evaluation, and Gerald Moeller, Assistant Superintendent.

PUSH-EXCEL Staff

The current PUSH-EXCEL staff consists of only two persons:

- Tony Johnson, project director (formerly the home/school liaison)
- Millicent Irving, administrative assistant (also held this position under MacCarther, the former project director)

Figure 1 shows the organization of the site.

The staff has been operating out of a small office building since January 1979. They had formerly worked out of the counselor's office at Central, but a decision was made in late 1978 to move from the school.

RATIONALE

The current objective of Kansas City PUSH-EXCEL is to continue to develop the program at Central High as the pilot

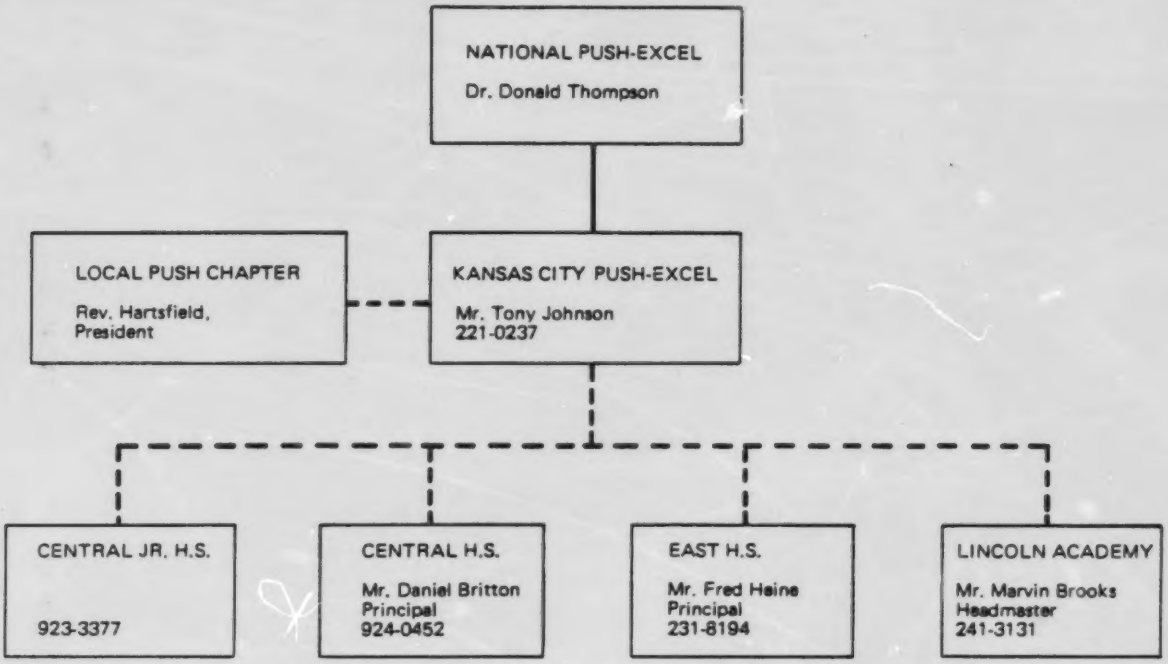

FIGURE 1. Kansas City PUSH-EXCEL Organization Chart

school. The long-term goals for the program are to test the application of PUSH-EXCEL by expanding the program to include very diversified student settings. The following are specific expansion plans:

1. Central High will continue as the "flagship station" or model for the city's program.

2. Expansion will be attempted at Central Junior High, to test the feasibility of the "feeder" school concept.

3. East High School, which currently has a summer program co-sponsored by PUSH-EXCEL, will begin to incorporate many of the activities to keep pace with Central over the next school year, with a focus on reducing racial polarization, one of the school's major problems.

4. Lincoln Academy, a recently formed magnet school, is planned for incorporation in the PUSH-EXCEL network because of its unique setup. The headmaster has expressed repeated interest.

5. Wyandotte High School in Kansas City, Kansas, has also expressed interest in PUSH-EXCEL. Wyandotte will pose a different test for the program because its geography takes in another political setting.

6. The Humbolt School is a special alternative institution for suspended students from other high schools with behavioral problems. Expansion possibilities will be examined over the coming year.

7. The Hilltop School for Girls, a juvenile court-referral school, is also a target.

Another goal the Kansas City staff set is to gain the confidence of the Kansas City, Missouri School Board and the Superintendent in order to facilitate more prompt responses to program issues and activities. Ideally, the PUSH-EXCEL Director wants schools to hire currently unemployed substitute teachers to work as PUSH-EXCEL liaisons to the schools. Many of the teachers cannot find work, and they can identify well with the school system while working for PUSH-EXCEL.

IMPLEMENTATION

The activities that were citywide in 1978-79 are shown in Table 1.

EVALUATION

In March 1978, the Ford Foundation commissioned an evaluation of the PUSH-EXCEL program by James P. Comer of the Department of Psychiatry at Yale University. In Kansas City, Central High was included in the evaluation, which involved testing the attitudes of a sample of students (freshmen through seniors) and teachers regarding the school environment, teaching, and learning. Testing was done in the spring of 1978 and 1979, and is expected to be done in the spring of 1980. Results and recommendations have not yet been released.

Table 1.
SITE LEVEL PUSH-EXCEL ACTIVITIES: KANSAS CITY

Activity	Objective	No. of Schools Participating 1978-79	Comments
The Parent Conference Day	To promote the parenting concept city-wide	1,100 parents	PUSH-EXCEL had booths in six schools. Booths were staffed with its workers, alumni, parents, and volunteers. Pledges were obtained from 500 Central High school parents. Collectively, 400 pledges were received from parents of the five other schools.
Reproductive Health & Careers Conference	To bring critical issues regarding teenage pregnancy and reproductive health to the attention of students, parents, and the general community.	1,200 students 800 parents 55 ministers 200 health facilitators 75 parents & citizen volunteers	Rev. Jackson spoke at this activity. Twenty-seven classrooms were used for workshops of 20 youths each. Cafeteria was utilized for briefing sessions and food service, while the auditorium was the stage for parent/teen psycho drama sessions.
Media coverage	To expand and expose PUSH-EXCEL to more schools in the city	No data	This activity was designed to explain the PUSH-EXCEL program to the general public. There were radio, television, and public-speaking appearances conducted by the acting director.
Pastors' Student and Parent Pledge Campaigns	To promote the parenting concept city-wide	The congregations of six churches	Six pastors and their churches staged student and parent pledge campaigns for EXCEL at Sunday morning services from January through March 1979. The PUSH-EXCEL director attended two churches per month during that period and addressed congregations, appealing for pledges & support for the PUSH-EXCEL concept.

APPENDIX D

LOS ANGELES CASE STUDY

Current plans do not call for Los Angeles to be one of the sites for extensive data collection during the evaluation of PUSH-EXCEL. The Los Angeles program as of the end of 1979 is reorganizing itself, setting up a radically altered structure consisting of core staff operating out of a centralized PUSH-EXCEL headquarters, rather than school-by-school teams of liaison and coordinator. It no longer receives budget support from the school system. PUSH-EXCEL in Los Angeles is still in business, but its shape and future are fluid, and whether systematic impact evaluation will be appropriate in 1980-81 is questionable.

Only a year ago, Los Angeles was the program's most visible, best-financed, largest project, with staff in nine schools, funding participation by the Los Angeles Unified School District (LAUSD), and extensive staff liaison between PUSH-EXCEL and the LAUSD. The obvious question: What happened? The following describes the sequence of events, and provides a description of the current state of PUSH-EXCEL in Los Angeles.

THE HISTORY OF PUSH-EXCEL IN LOS ANGELES

Los Angeles PUSH-EXCEL began in September 1977 as a joint venture between the LAUSD and the PUSH-EXCEL national office. The School Board allocated over $400,000 to the program and stipulated that the funds were to be shared between the local PUSH-EXCEL office and school district personnel hired to work on the program.

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[1]This narrative was compiled from the accounts of well-informed actors in both LAUSD and PUSH-EXCEL.

The LAUSD's financial support was cut by almost 50 percent in FY-79 and dropped completely in FY-80. The decision to remove PUSH-EXCEL from the LAUSD's FY-80 budget has a simple explanation and a complicated one.

The Budget Crunch

The simple explanation is that the Los Angeles schools ran into a severe budget crunch. Seventy percent of the LAUSD funds come from the state and, as FY-79 wound to a close, Sacramento was signaling that funds for Los Angeles would be cut, and cut deeply. The initial estimate in late June was that the Los Angeles budget would fall $60 million short of the funds needed to sustain the FY-79 programs at their existing levels.

The exact amount of the shortfall had to be estimated. The state legislature was tardy in producing its own FY-80 projections. But the LAUSD prepared for the worst. And the first step was to excise all the peripheral programs. According to the simple explanation, PUSH-EXCEL was obviously in the peripheral category: a new program, not part of the basic curriculum, experimental.

When Sacramento finally reached its decisions on the budget, the Los Angeles deficit turned out to be smaller than feared--about $33 million rather than $60 million. But the first programs to be removed from the hit list prepared by the LAUSD did not include PUSH-EXCEL. The budget shortfall, said a senior official in the school administration, was so severe that it was "impossible" for the superintendent to recommend the continuation of PUSH-EXCEL. The budget proposed by the superintendent and eventually approved by the Board on 19 August 1979 did not even mention the program.

The simple explanation may stand by itself. All accounts from the actors involved agree that the budget cuts were real and large, and put intense pressure on the superintendent to cut "extra" programs such as PUSH-EXCEL. To be more exact: only one person among the half dozen closest to the events of 1978-79 argued that PUSH-EXCEL could have managed events so as to keep itself in the LAUSD budget for FY-80 in the face of the budget situation. But if the shortage of money explains much of what actually happened, it is only part of the story of the changing context within which PUSH-EXCEL was operating during 1978-79. Insofar as that context will continue to be relevant for the surviving PUSH-EXCEL activities, it is worth recounting.

School Board Politics

It so happens that PUSH-EXCEL entered the LAUSD in the middle of a number of events, some intertwined and some independent, that transformed the political cast of the Board.

Change in election system. Until 1978, Los Angeles elected all its School Board members on an at-large basis. That year, the system changed to an area-based system, in which Board members would be elected from a specific geographic section of the city. It was specified that sitting members of the Board would be given an option. They could complete their terms as at-large members, or if they wished, they could leave their at-large seats before the end of their scheduled term to compete for district-based seats as they were contested.

This apparently innocuous provision had strange effects, and they uniformly worked against the interest of PUSH-EXCEL. First, one of the Board members most strongly in favor of the PUSH-EXCEL program decided that he wanted to run in a district other than the one where he lived. For purposes of establishing legal residence in the appropriate district, he rented a room. Then, for obscure reasons, his lease on the room was voided. The upshot was that the Board member was banned from the election on a technicality. Then, the only Hispanic member of the Board resigned, thinking he would be offered a college presidency. This meant a special election. One of the sitting Board members decided that he had a good shot at winning the seat, ran, and won--leaving vacant an at-large seat that had two years left before the next election. The effect was to reduce the Board from seven to six members, as well as replacing a generally liberal School Board member with a generally conservative one.

Bussing and Mr. Miller. Completely apart from the change in the election procedures for the School Board, the President of the School Board (Howard Miller), a strong supporter of PUSH-EXCEL, was facing challenges as a result of his stand on the controversial desegregation orders first implemented in the fall of 1978. As in most other large cities, the desegregation order involved widespread bussing of students, with the usual attendant controversy. Miller supported the decision and came under attack that eventually led to a recall election. Recall and election of a replacement member occurred simultaneously on 25 May 1979. Miller failed to defeat the recall by a wide margin; and a new Board member, Roberta Weintaub, was elected in his place.

Deadlock. Replacement of Miller by Weintaub left the Board with six members, three of whom were widely regarded as conservative, and another three who spanned a range from moderate to liberal. The Board had two tasks. First, it was to appoint a replacement for the vacated at-large seat. But it proved impossible to put together four votes for any one candidate, despite 261 ballots. Second, the Board had to appoint a new president. Again, the vote split three-three and the deadlock persisted for three days and 60 ballots. According to some reports, one of the moderates agreed to vote for one of the conservatives--but not for one of the experienced conservatives who could too easily dominate the Board. The new president: the newest member of the Board, Weintaub, who had just been elected to replace the recalled Miller.

Because the Board had been unable to decide on a person to fill the at-large seat, a special election had to be held. In balloting completed on 5 November, a candidate who was vocally opposed to the desegregation plan was first with 46 percent of the vote. Because he lacked a majority, a run-off election was held in February 1980. A strong favorite, he won.

As a result of these maneuverings, the Los Angeles School Board that approved PUSH-EXCEL in 1978 has changed drastically. The 1980 Board will consist of what are commonly characterized as four conservatives, two moderates, and one liberal. Even in 1979, before the seventh member was added, it was a Board lukewarm at best in its stance toward the Rev. Jesse Jackson and the PUSH-EXCEL program.

Support from the administration. At the middle echelons of the school administration, support for PUSH-EXCEL seems

to have remained strong throughout. The person formerly designated as the administration's coordinator for PUSH-EXCEL remains a committed advocate. The evaluation division, which conducted an internal assessment of the program, remains positive. The senior advisor to the superintendent who oversaw the LAUSD's negotiations with PUSH-EXCEL sees problems in the program's implementation, but not ones that would have ordinarily meant its cancellation. He, like the others, is disappointed that the program was not given more time. The superintendent himself circulated the LAUSD's evaluation of the program along with a positive cover letter.

At the same time, it is not clear whether the LAUSD would have continued to fund PUSH-EXCEL had the budget squeeze not occurred. The political realities of the School Board were well-known. The general opposition to PUSH-EXCEL of at least three members of the Board was taken for granted. The superintendent was in the position of having to develop a working relationship with that Board. In sum, as one observer put it, an enthusiastic endorsement of PUSH-EXCEL by the superintendent would have to have been construed by the Board as an open challenge. And the fate of PUSH-EXCEL was one, relatively minor, issue among the many that the administration was trying to work out with the new Board.

In this context, it is noteworthy that the superintendent's first signals that the LAUSD might be unable to refund PUSH-EXCEL preceded the budget crisis. The initial indications came in the period from March to May, which ordinarily would have been the time to negotiate a new contract between the LAUSD and PUSH-EXCEL. Even then, according to the former director of PUSH-EXCEL in Los Angeles, the superintendent was suggesting that the Board would not be amenable to an extension of the relationship with PUSH-EXCEL.

Help from the State

Throughout the latter half of 1979, PUSH-EXCEL pressed an attempt to obtain support from the State of California. The effort ended in early 1980, when the bill was buried.

Originally, two tracks were pursued--one, a legislative act that would provide match money for several cities to mount PUSH-EXCEL programs; the other, a line-item in Governor Brown's discretionary budget for special projects.

The direct allocation from the governor would have been preferable from PUSH-EXCEL's point of view. It required no delays in approval; it need not have involved a requirement for matching funds from the school district. And, according to the estimates of the people who were tracking the progress of the request most closely, Governor Brown came very close to signing off on it. But ultimately he did not. The reason why is a matter of speculation; Brown is not known to have made a public statement on the matter. One candidate's explanation is the timing: the request for funds was on the Governor's desk at the same time Rev. Jackson was making his Middle-East trip, and the former director of PUSH-EXCEL in Los Angeles heard informally that the political controversy, combined with Brown's own presidential ambitions, made the request too sensitive to approve. Another candidate's explanation is the coverage given the refunding effort by the *Los Angeles Times*. One of the *Times'* reporters was known to be putting together a story on the proposed bill and on the special-projects allocation, along with additional material about the PUSH-EXCEL program and its prospects with the new School Board. The story was expected to report that

the Los Angeles School Board would not refund PUSH-EXCEL, no matter what. This explanation is based on the speculation that the governor did not want to use his discretionary money to fund a local project that the locality itself was about to drop.

APPENDIX E

PUSH-EXCEL IMPACT TABLES

TABLE 1

Traits Making Students Popular

Schools	Academic Achiever	Good Citizen	Active in Extracurricular Activities	Athletic	Positive Personality, "Cool"	Physically Attractive	Gregarious, Lots of Friends
Howard (n = 53)							
Spring 1980	22.6%	1.9%	3.8%	37.7%	15.1%	7.6%	7.6%
Spring 1981	9.4	3.8	1.9	49.1	11.3	3.8	7.6
$p <$	.01	NS	NS	NS	NS	NS	NS
East (n = 84)							
Spring 1980	11.9	2.4	20.2	27.4	47.6	21.4	27.4
Spring 1981	22.6	0	21.4	20.2	45.2	19.1	16.7
$p <$	.05	NS	NS	NS	NS	NS	NS
Manual (n = 68)							
Spring 1980	14.7	5.9	14.7	23.5	50.0	17.7	32.4
Spring 1981	23.5	1.5	10.3	30.9	47.6	8.8	13.2
$p <$	NS	NS	NS	NS	NS	NS	.01
Cole (n = 71)							
Spring 1980	9.9	7.0	8.5	4.2	40.9	23.9	22.5
Spring 1981	21.1	1.4	2.8	2.8	33.8	29.6	16.9
$p <$	.05	.05	NS	NS	NS	NS	NS

Note: Probability is based on the chi-square test of differences in distributions.

TABLE 2

Traits Giving Students Status

Schools	Academic Achiever	Good Citizenship	Active in Extracurricular Activities	Athletic	Positive Personality "Cool"	Physically Attractive	Gregarious, Lots of Friend
Howard (n = 53)							
Spring 1980	5.7%	0%	3.7%	15.1%	0%	1.9%	
Spring 1981	13.2	0	0	35.9	1.9	1.9	1.9
p <	NS	NS	NS	.01	NS	NS	NS
East (n = 84)							
Spring 1980	40.5	2.4	21.4	32.1	11.9	11.9	15.5
Spring 1981	40.5	2.4	19.1	25.0	11.9	4.8	9.
p <	NS	NS	NS	NS	NS	.05	NS
Manual (n = 68)							
Spring 1980	36.8	7.4	11.8	38.2	13.2	5.9	17.6
Spring 1981	32.4	2.9	10.3	30.9	19.1	8.8	4.
p <	NS	NS	NS	NS	NS	NS	.05
Cole (n = 71)							
Spring 1980	22.5	4.2	7.0	5.6	15.5	18.3	19.7
Spring 1981	26.8	0	4.2	4.2	7.0	11.3	18.3
p <	NS	NS	NS	NS	NS	NS	NS

Note: Probability is based on the chi-square test of differences in distributions.

TABLE 3
Traits Determining Low Status

Schools	Academic Problems	Not Active in School Activities	Drug and Alcohol Abuse	Negative Personality	Physically Unattractive
Howard (n = 48)					
Spring 1980	13.6%	0%	0%	13.6%	18.2%
Spring 1981	12.5	0	0	0	4.2
p<	NS	NS	NS	NS	NS
East (n = 77)					
Spring 1980	31.7	4.9	30.5	30.5	24.4
Spring 1981	37.7	1.3	22.1	14.3	14.3
p<	NS	NS	NS	.01	.05
Manual (n = 63)					
Spring 1980	40.0	6.2	16.9	24.6	10.8
Spring 1981	25.4	4.8	14.3	14.3	9.5
p<	.05	NS	NS	NS	NS
Cole (n = 68)					
Spring 1980	34.4	1.6	7.8	21.9	23.4
Spring 1981	22.1	0	7.4	19.1	17.7
p<	NS	NS	NS	NS	NS

Note: Probability is based on the chi-square test of differences in distributions.

TABLE 4

Student Ratings of School Environment

Schools	Rating Scores*	p <
Howard (n = 53)		
Spring 1980	35.3	NS
Spring 1981	35.8	
Kirkman (n = 33)		
Spring 1980	32.8	NS
Spring 1981	30.8	
East (n = 76)		
Spring 1980	33.9	NS
Spring 1981	35.2	
Manual (n = 62)		
Spring 1980	32.8	NS
Spring 1981	33.2	
Cole (n = 65)		
Spring 1980	32.2	NS
Spring 1981	31.2	

Range: 10 (lowest) to 50 (highest)

* Index reliability (Cronbach's alpha coefficient): .73
Reliability based on 1st wave of interview.

Note: Probability is based on Student t, a difference of means test.

TABLE 5
Pupil Suspensions: School System Figures

Schools	1977-78	1978-79	1979-80	1980-81
Howard	**	22.9%	22.9%	30.2%
Kirkman	11.8	13.6	14.4	16.7
East	12.1	8.9	6.9	4.0
Manual	6.3	10.7	7.2	5.1
Cole	18.5	15.7	18.0	7.3

** Date not reported.

TABLE 6
Attrition: School-Wide

Schools	1977-78	1978-79	1979-80	1980-81
Howard	11.7%	11.5%	12.1%	8.0%
Kirkman	8.6	8.2	7.3	8.4
East	13.9	10.5	9.0	7.1
Manual	7.5	5.7	6.5	5.3
Cole	Not Given			

TABLE 7

Average Daily Absences: School System Figures

Schools	Days Absent 1977-78	1978-79	1979-80	1980-81
Howard	16.3	16.3	17.6	14.7
Kirkman	12.0	12.0	9.0	7.9
East	15.5	14.4	15.5	15.2
Manual	15.0	15.0	12.3	12.1
Cole	10.4	10.8	10.1	9.6

TABLE 8

Schoolwide Changes for Non-Impact Sites

Schools	Schoolwide Changes											
	Dropout				Suspension				Absences			
	77-78	78-79	79-80	80-81	77-78	78-79	79-80	80-81	77-78	78-79	79-80	80-81
Chattanooga												
Alton Park Jr. H.S.	3.3%	2.5%	1.4%	1.2%	5.5%	7.8%	14.4%	18.4%	11.3%	12.9%	11.7%	10.4%
Riverside H.S.	19.1	15.9	18.5	14.7	22.5	22.0	5.4	7.1	20.3	20.3	15.4	12.3
Chicago												
Chicago Vocational H.S.	**	9.1	5.1	**	6.2	9.6	5.3	8.4	9.7	8.8	11.0	12.2
Manley H.S.	**	7.4	13.4	3.3	20.8	8.1	14.9	11.7	29.4	23.0	20.5	26.7
Kansas City												
East H.S.	9.3	7.4	19.6	**	3.6	4.9	2.3	**	16.6	17.2	19.8	17.5

** Not Available.

E-7

TABLE 9

Parents' Attitude toward and Knowledge of School

School	What Parents Think of School[1]				Number of School Events Parents Attended*[2]	
	Positive	Neutral	Negative	n	$\bar{x}$	n
Howard						
Spring 1980	64.3%	26.2%	9.4%	42	.6	46
Spring 1981	88.1	9.5	2.4	42	.3	46
p< .001					NS	
East						
Spring 1980	69.0	27.6	3.4	29	.9	29
Spring 1981	86.2	13.8	0.0	29	1.0	29
p< NS					NS	
Manual						
Spring 1980	59.1	22.7	18.2	22	1.0	23
Spring 1981	86.4	4.5	9.1	22	.9	23
p< NS					NS	
Cole						
Spring 1980	73.7	10.5	15.8	19	1.1	20
Spring 1981	68.4	21.1	10.5	19	1.0	20
p< .01					NS	

*Includes non-sports events such as PTA meetings, Parents Night, etc. Range: 1 to 4.

[1]Probability is based on the chi-square test of difference in distribution.

[2]Probability is based on Student's t, a difference in means test.

TABLE 10

Expectancies of Success

Schools	Certainty of Graduation x *	n
Howard		
Spring 1980	3.5	53
Spring 1981	3.9	52
$p <$	.01	
Kirkman		
Spring 1980	3.5	33
Spring 1981	3.8	33
$p <$	.05	
East		
Spring 1980	3.9	84
Spring 1981	3.9	84
$p <$	NS	
Manual		
Spring 1980	3.9	68
Spring 1981	3.9	68
$p <$	NS	
Cole		
Spring 1980	3.7	70
Spring 1981	3.9	69
$p <$	.05	

Note: Probability is based on Student's difference of means test.

* 1 = Chances pretty slim
  2 = Less certain of graduating
  3 = Fairly certain
  4 = Certain

TABLE 11

Post High School Plans

Schools	Intention to Continue Education	Find a Job	Join the Military
Howard (n = 53)			
Spring 1980	67.9 %	13.2 %	20.8 %
Spring 1981	66.0	22.6	9.4
p <	NS	NS	.05
Kirkman (n = 33)			
Spring 1980	60.6	33.3	6.1
Spring 1981	72.7	36.4	12.1
p <	.05	NS	NS
East (n = 84)			
Spring 1980	89.3	6.0	4.8
Spring 1981	92.9	3.6	1.2
p <	NS	NS	NS
Manual (n = 68)			
Spring 1980	82.4	89.3	6.0
Spring 1981	83.9	92.9	3.6
p <	NS	NS	NS
Cole (n = 71)			
Spring 1980	77.5	11.3	8.5
Spring 1981	71.8	12.7	8.5
p <	NS	NS	NS

Note: Probability is based on the McNemar test of differences between proportions.

TABLE 12
Student's Career Aspirations (1st Mention)

Schools	Professional	White Collar	Craftsman	Blue Collar	Military	Don't Know
Howard (n = 52)						
Spring 1980	52.8%	11.3%	9.4%	5.7%	1.9%	18.9%
Spring 1981	43.4	13.2	15.1	9.4	3.8	15.1
p <	NS					
Kirkman (n = 33)						
Spring 1980	78.6	7.1	10.7	0	0	3.6
Spring 1981	78.6	3.6	14.3	3.6	0	0
p <	NS					
East (n = 82)						
Spring 1980	84.5	3.6	2.4	3.6	0	6.0
Spring 1981	69.0	2.4	3.6	6.0	1.2	17.9
p <	NS					
Manual (n = 67)						
Spring 1980	85.3	2.9	1.5	5.9	0	4.4
Spring 1981	73.5	0	1.5	2.9	1.5	20.6
p <	.05					
Cole (n = 71)						
Spring 1980	67.6	9.9	5.6	5.6	2.8	8.5
Spring 1981	52.1	2.8	7.0	9.9	1.4	26.8
p <	.05					

Note: Probability is based on the chi-square test of differences in distributions.

TABLE 13
Personal Efficacy Index

Schools	Mean Score	p <
Howard (n = 51)		
Spring 1980	1.8	NS
Spring 1981	1.6	
East (n = 80)		
Spring 1980	2.4	NS
Spring 1981	2.4	
Manual (n = 66)		
Spring 1980	1.9	.05
Spring 1981	2.4	
Cole (n = 69)		
Spring 1980	2.0	NS
Spring 1981	2.1	

Note: Probability is based on Student's test of difference of means.

TABLE 14

Self Reports on Disruptive Class Behavior

Schools	% **	n	p <
Howard			
Spring 1980	52.8	53	NS
Spring 1981	35.9	53	
Kirkman			
Spring 1980	30.3	33	NS
Spring 1981	30.3	33	
East			
Spring 1980	39.3	84	NS
Spring 1981	44.1	84	
Manual			
Spring 1980	45.6	68	NS
Spring 1981	46.3	67	
Cole			
Spring 1980	67.2	67	NS
Spring 1981	74.7	71	

Note: Probability is based on McNemar's test of differences in proportions.

** Percentages reflect students reporting disruptive behavior at least monthly.

TABLE 15
Self Report on Poor In-Class Work Habits

Schools	% *	n	p <
Howard			
Spring 1980	52.8	53	NS
Spring 1981	34.0	53	
Kirkman			
Spring 1980	30.3	33	NS
Spring 1981	30.3	33	
East			
Spring 1980	35.7	84	.05
Spring 1981	48.2	83	
Manual			
Spring 1980	44.8	67	.01
Spring 1981	48.5	68	
Cole			
Spring 1980	56.3	71	NS
Spring 1981	67.1	70	

Note: Probability based on McNemar's test of differences between proportions.

* Percentages reflect number of students reporting poor work habits at least monthly.

TABLE 16

Self Reports on Disciplinary Hearings

Schools	Parents Called to Hearing %	n	p <
Howard			
Spring 1980	24.5	53	NS
Spring 1981	20.8	53	
East			
Spring 1980	3.6	84	NS
Spring 1981	3.6	84	
Manual			
Spring 1980	1.5	68	NS
Spring 1981	4.4	68	
Cole			
Spring 1980	18.3	71	NS
Spring 1981	26.8	71	

Note: Probability is based on McNemar's test of difference between proportions.

TABLE 17

Self Reports on Homework Performance

Schools	Completes Homework [1] %	n	Time Spent on Homework [2] $\bar{x}$ rating *	n
Howard				
Spring 1980	84.3	51	3.1	53
Spring 1981	80.8	52	3.0	53
$p <$	NS		NS	
Kirkman				
Spring 1980	–		3.4	33
Spring 1981	–		3.3	33
$p <$			NS	
East				
Spring 1980	84.2	82	3.8	84
Spring 1981	85.4	82	3.9	84
$p <$	NS		NS	
Manual				
Spring 1980	84.9	66	3.9	68
Spring 1981	87.7	65	3.8	68
$p <$	NS		NS	
Cole				
Spring 1980	84.8	66	3.4	71
Spring 1981	77.6	67	3.4	69
$p <$	NS		NS	

[1] Probability is based on McNemar's difference of proportions test.

[2] Probability is based on Student's difference of means test.

* 1 = None
2 = Less than 30 minutes
3 = 30 to 60 minutes
4 = 1 to 2 hours
5 = 2 to 3 hours
6 = 3 hours or more

TABLE 18

Efforts to Reach Future Goals

Schools		Number of Ways Mentioned by Students	
		$\bar{x}$	n
Howard			
Spring 1980		.74	53
Spring 1981		1.17	53
	$p < .05$		
Kirkman			
Spring 1980		2.30	33
Spring 1981		3.45	33
	$p < .01$		
Manual			
Spring 1980		1.66	68
Spring 1981		2.31	68
	$p < .01$		
Cole			
Spring 1980		1.37	71
Spring 1981		.94	71
	$p < .01$		
East			
Spring 1980		2.07	84
Spring 1981		2.62	84
	$p < .01$		

Note: Probability is based on Student t, a difference of means test.

TABLE 19

Average Daily Absences: Sample Figures

Schools	Days Absent 1979-80	1980-81	n	$p <$
Howard	15.7	18.4	51	NS
East	12.5	15.3	81	NS
Manual	13.2	17.5	66	.01
Cole	15.0	17.0	67	NS

TABLE 20

Self Report on Attendance and Tardiness Problems

Schools	% **	n	p <
Howard			
Spring 1980	54.7	53	NS
Spring 1981	50.9	53	
Kirkman			
Spring 1980	24.2	33	NS
Spring 1981	24.2	33	
East			
Spring 1980	44.1	84	.001
Spring 1981	65.5	84	
Manual			
Spring 1980	44.8	67	.01
Spring 1981	66.1	68	
Cole			
Spring 1980	40.0	70	.01
Spring 1981	52.9	68	

Note: Probability is based on the McNemar test of differences in proportions.

** Percentages reflect students reporting poor attendance or tardiness at least monthly.

TABLE 21
Employment Status

Schools	Currently Working %	p <
Howard (n = 53)		
Spring 1980	30.2	NS
Spring 1981	17.0	
East (n = 84)		
Spring 1980	28.6	.05
Spring 1981	42.9	
Manual (n = 68)		
Spring 1980	25.0	NS
Spring 1981	38.2	
Cole (n = 71)		
Spring 1980	37.1	NS
Spring 1981	35.2	

Note: Probability is based on McNemar's test of difference between proportions.

TABLE 22

Regression Analysis on Absences (1980-81)

Independent Variables	B	Standard Error	p<
Absences (1979-80)	+.57	.04	.001
Participation Index	-.50	.20	.05
Howard	+.96	1.65	NS
East	+.25	1.56	NS
Manual	-.61	1.48	NS

R-square = .265

NOTE: Cole was used as a reference school

TABLE 23

Regression Analysis on Personal Efficacy

Independent Variables	B	Standard Error	p<
Baseline Response	+.38	.06	.001
Participation Index	+.05	.025	.05
GPA	+.30	.08	.001
Howard	-.27	.21	NS
East	+.14	.19	NS
Manual	+.16	.20	NS

R-square = .475

NOTE: Cole was used as a reference school

TABLE 24

Regression Analysis on Plans to Achieve Future Goals

Independent Variables	B	Standard Error	p<
Baseline Response	+.17	.07	.01
Participation Index	+.11	.03	.001
GPA	+.51	.09	.001
Howard	+.43	.25	NS
East	+1.50	.20	.001
Manual	+1.28	.23	.001

R-square = .453

NOTE: Cole was used as a reference school.

TABLE 25

Regression Analysis on Expectancies on Academic Performance

Independent Variables	Standard Beta	p<
Baseline score	+.10	NS
Participation Index	+.16	.01
GPA	+.06	NS
Howard	-.04	NS
East	-.04	NS
Manual	-.09	NS

R-square = .06

NOTE: Cole was used as a reference school.

TABLE 26

Regression Analysis on Expectancies on Graduating

Independent Variables	B	Standard Error	p<
Baseline Response	+.19	.04	.001
Participation Index	+.02	.01	.05
GPA	+.10	.03	.001
Howard	+.08	.07	NS
East	-.07	.06	NS
Manual	+.01	.06	NS

R-square = .152

NOTE: Cole was used as a reference school.

TABLE 27

Regression Analysis on Grade Point Average

Independent Variables	B	Standard Error	p<
GPA (1979-1980)	+.77	.04	.001
Participation Index	+.03	.01	.01
Howard	+.09	.11	NS
East	+.16	.09	NS
Manual	+.18	.10	NS

R-square = .614

NOTE: Cole was used as a reference school.

TABLE 28

GPA by Participation in PUSH-EXCEL Activities

			PARTICIPATION LEVEL									
	Overall		Very Low		Low		Moderate		High		Very High	
Schools	GPA	n	GPA	n	GPA	n	GPA	n	GPA	n	GPA	n
Howard												
1978-79	1.6	52	1.6	9	1.5	18	1.5	5	1.3	6	1.8	14
1979-80	1.8	52	1.6	9	1.8	18	1.9	5	1.6	6	1.8	14
1980-81	1.8	52	1.7	9	1.6	18	1.6	5	1.9	6	2.1	14
East												
1978-79	2.8	83	2.8	30	3.0	20	2.7	10	2.2	7	2.9	16
1979-80	2.6	84	2.8	30	2.6	21	2.6	10	2.1	7	2.6	16
1980-81	2.5	84	2.6	30	2.6	21	2.7	10	2.0	7	2.5	16
Manual												
1978-79	2.8	67	3.0	14	3.0	20	2.9	12	2.8	8	2.2	13
1979-80	2.8	67	2.6	14	2.8	20	3.0	12	2.9	8	2.6	13
1980-81	2.7	66	2.6	14	2.7	20	2.8	12	2.8	8	2.6	12
Cole												
1978-79	2.5	71	2.4	12	2.4	21	2.6	12	2.6	11	2.8	15
1979-80	2.4	71	2.3	12	2.3	21	2.5	12	2.3	11	2.5	15
1980-81	2.2	71	1.9	12	2.6	21	2.1	12	2.2	11	2.7	15
TOTAL												
1978-79	2.5	273	2.6	65	2.5	79	2.6	39	2.3	32	2.4	58
1979-80	2.4	274	2.5	65	2.4	80	2.6	39	2.2	32	2.4	58
1980-81	2.3	273	2.3	65	2.2	80	2.4	39	2.3	32	2.5	57

APPENDIX F

DATA COLLECTION INSTRUMENTS
FOR INTERVIEW AND QUESTIONNAIRE DATA

EXHIBIT 1
PRETEST

FEDAC Form No. S110 Expiration Date 28 Feb 1982

This report is authorized by law (20 U.S.C. 1221e). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

PUSH-EXCEL EVALUATION

Student Interview Form

NATIONAL EVALUATION OF THE PUSH FOR EXCELLENCE PROJECT

School District _____ School _____

Student ID No. _____ Birthdate _____

Grade _____ Sex _____ Race _____

Interviewer _____ Date _____

INSTRUCTIONS TO INTERVIEWERS: You must explain the following statements at the beginning of each interview:

Introductory Remarks:

ON CONFIDENTIALITY: We will use ID numbers (no names) and will not discuss this questionnaire with anyone. Information will be assembled to report program activities and results, not to discuss specific individuals.

You are not representing PUSH-EXCEL, but are a member of an evaluation team that is visiting the program in several cities where it operates. (Describe if necessary.)

We are talking to many students, teachers, and parents in each of the cities to find out what students do and do not like about the program.

We are trying to learn about the program so other schools can start programs like this.

Students are not required to answer any questions they do not want to answer. Ask if the student has any questions before you begin.

We are interested in their experiences during this school year only. Some questions will refer only to the last few months.

● SCHOOL BEHAVIOR

1. **How do you feel about school?** _____

Why do you feel this way? _____

2. **What courses are you taking this semester that you didn't have to take?** *(List electives):*

_____

_____

3. **How interesting are most of your courses to you?**

- ☐ Very interesting
- ☐ Quite interesting
- ☐ Fairly interesting
- ☐ Slightly interesting
- ☐ Very uninteresting

What is your most interesting course you are taking now? _____ **The least interesting?** _____

4. **About how much time do you spend in an average day on all your homework?**

- ☐ None
- ☐ Less than ½ hour
- ☐ ½ hour to 59 minutes
- ☐ 1 hour to 1 hour 59 minutes
- ☐ 2 hours to 2 hours 59 minutes
- ☐ 3 or more hours

Do you complete it? ☐ Yes ☐ No

If no, how long would it take you to do it?

- ☐ Less than ½ hour
- ☐ ½ hour to 59 minutes
- ☐ 1 hour to 1 hour 59 minutes
- ☐ 2 hours to 2 hours 59 minutes
- ☐ 3 or more hours

5. **Where do you usually study?** *(Probe for description of study area, presence of other people, distractions)*

_____

_____

_____

_____

_____

_____

Here are some questions dealing with things schools make rules about. We're interested in those things you might do that would get you into trouble at school. The only way we can learn about how students your age act is by students giving honest answers to each question. However, you do not have to respond to questions that you think are too personal to discuss.

How often	Never	Hardly ever	About once a month	About once a week	Almost every day
6. do you fight with other students					
7. do you argue with your teachers					
8. do you goof-off in class					
9. do you come late to school					
10. are you late to class					
11. do you skip classes					
12. do you come to class unprepared					
13. do you do things that you know will make the teacher angry					
14. do you cheat on tests					
15. do you turn in sloppy assignments					
16. do you copy someone else's schoolwork					
17. are you kept after school					
18. do you turn in incomplete assignments ?					

19. **Have your parents been called in to a disciplinary hearing with the principal in the last school year?** *(Explore reasons, outcomes, role of PUSH-EXCEL staff, if applicable)*

- ☐ Never
- ☐ Once or twice
- ☐ Three or more times

_____

_____

_____

_____

20. **Have you been suspended from school in the last school year?** *(Explore reasons, outcome, role of PUSH-EXCEL staff, if applicable)*

- ☐ Never
- ☐ Once or twice
- ☐ Three or more times

_____

_____

_____

_____

21. **Have you ever dropped out of school (this school or one you were in before)?** *(Explore reasons for dropping out, motivation for return)*

☐ Yes ☐ No

_____

_____

_____

● PEER GROUP

22. **Has anyone you know well dropped out of school?** ☐ Yes ☐ No

If yes, was the person your brother, sister, good friend, acquaintance, other? _____

_____

What has made you stay in school? _____

_____

23. **Different kinds of students are popular in different kinds of schools. What does it take to be popular in this school?**

_____

_____

24. **Are there certain types of students who tend to have high status or be looked up to?** _____

_____

25. **Are there (other) types of students who tend to be looked down on?** *(Probe: What students have lower status or are looked up to LESS than others?)*

_____

26. **Are there any students here looked up to, or looked down on, because they are in certain programs—like college preparatory or vocational programs?**

_____

27. **What do you do when you see friends or other students breaking school rules?**

☐ Nothing
☐ Warn them that they are breaking a rule
☐ Discuss the violation with the principal or teacher
☐ Try to prevent further violations (How?) _____

_____

● EMPLOYMENT

28. **Are you working now?** ☐ Yes ☐ No

If yes, what do you do? _____

How did you get the job? _____

How are you doing? _____

_____

29. **Have you had (other) jobs in the past?** ☐ Yes ☐ No

If yes, what did you do? _____

How did you get the job? _____

How did you do? *(If quit or fired, obtain reasons)* _____

_____

_____

30. **How do you spend the money you earn?** *(Probe: priorities among the ways money is spent)* _____

_____

INTERVIEWER NOTE: *If student responds that he/she saves money, skip to items 31b and c. If no explicit mention of saving is made, ask items 31a, b, and c.*

31a. **Do you have any money saved?** ☐ Yes ☐ No

b. **About how much do you have saved?** _____

c. **What do you expect to use it for?** _____

● FUTURE PLANS

32. **Do you plan to finish high school?** ☐ Yes ☐ No

If no, why is that? _____

_____

If yes, how certain are you that you will actually graduate?

- ☐ Certain
- ☐ Fairly certain
- ☐ Less certain (chances about 50/50)
- ☐ Chances pretty slim (much less than 50/50)

33. **What sort of work do you think you might do for a living?** _____

_____

How do you plan to get into this sort of work? _____

_____

_____

34. **What do you think you might do after you graduate from (or drop out of) high school?**

- ☐ Attend vocational school
- ☐ Go to junior college
- ☐ Go to college
- ☐ Haven't decided
- ☐ Find a job (what type?)
- ☐ Join the military
- ☐ Other (specify): _____

35. **What can you do in high school that will help you reach this goal?** _____

_____

What kinds of things have you done to help you reach your goals? (Check all that apply)

- ☐ Don't know
- ☐ Talk to PUSH-EXCEL staff
- ☐ Take courses
- ☐ Do volunteer work
- ☐ Visit local business offices
- ☐ Talk to guidance counselor
- ☐ Visit college or vocational school
- ☐ Write for information (catalogues, applications)
- ☐ Take entrance examination (e.g., SAT, ACT)
- ☐ Other (specify): _____

36. **How did you decide on this future?**

- ☐ Talked to career counselor
- ☐ Famous people in the news
- ☐ TV/radio/movies
- ☐ Example among family or friends
- ☐ Read about it (where?) _____
- ☐ Other (specify) _____

37. **What do you think your chances are of having this future?**

- ☐ Very good
- ☐ Good
- ☐ Not so good
- ☐ Not good at all

38. **Have you talked with your parents (or guardians) about what you are going to do after high school?**

☐ Yes ☐ No

If yes, what do they want you to do after high school?

_____

If no, what do you THINK they want you to do after high school?

_____

● PARTICIPATION IN PUSH-EXCEL, EXTRACURRICULAR, AND ENRICHMENT ACTIVITIES

39. **What do you usually do after school?** ***(Probe: responsibilities at home, informal activities with peers, etc.)***
Where do you usually go?

_____

_____

_____

_____

40. **Would you RATHER be doing something else after school?** ☐ Yes ☐ No

If yes, what? _____

_____

41. **Here is a list of activities that students participate in after school or on weekends. Which ones have you done in the past year?**

	How many times last year?	Describe what you did
Team sports (baseball, etc.)	☐	_____
School clubs or organizations (specify) _____	☐	_____
Attend a play	☐	_____
Read for own enjoyment or for information	☐	_____
Go to movies	☐	_____
Visit museums	☐	_____
Attend special events (circus, etc.)	☐	_____
Outdoor recreation activities	☐	_____
Visit another city	☐	_____
Church activities (choir, youth group)	☐	_____
Neighborhood recreation center activities	☐	_____
Volunteer activities	☐	_____
Pursue hobbies (specify) _____	☐	_____
_____		_____
Other (specify) _____	☐	_____

42. **What do you know about the PUSH-EXCEL program in this school?** _____

_____

_____

_____

INTERVIEWER NOTE: *If student indicates no knowledge of the program, skip to item 44.*

43. **What do you think of the program so far?** _____

_____

_____

44. **Do you participate in any of these PUSH-EXCEL activities?** *(Provide checklist for activities in the school)*

_____

_____

45. **What do you expect to get out of your participation?**

_____

_____

● PERCEPTIONS OF THE SCHOOL ENVIRONMENT

46. **How does your school rate on these features?**

	Very High	High	Average	Low	Very Low
School pride					
School spirit					
Participation of parents					
Participation of community people					
School building and facilities					
Courses offered					
Principal's interest in the school					
Cooperation among students, teachers, and principal					
Student's enthusiasm for learning					
Cleanliness of the school grounds					

● CRIMINAL JUSTICE CONTACTS

INTERVIEWER NOTE: *Read this to the student before the questions in this section are read:*

"You may think that some of these questions are none of my business. That's OK, just tell me so, and we'll move on to another question."

47. **Have you ever been hassled by the police?** *(Collect incident—what happened, who was involved, outcome)*

☐ Never ☐ Once or twice ☐ Three or more times

_____

_____

_____

_____

48. **Have you been sent to court in the last year?** *(Explore reason, outcome)*

☐ Yes ☐ No

_____ _____

_____

_____

_____ _____

49. **Have you been on probation in the last year?**

☐ Yes ☐ No

If yes, why? _____

_____

● MOTIVATION, ATTITUDES, AND EXPECTATIONS

50. **As you think of your future life, what is the picture of the way you would like life to work out for you?**

_____

_____

51. **When you think of the kind of person you would like to be as an adult, who is the one person you know that you would most want to be like?**

What is it about that person you admire? *(Probe: Can you tell me more about this person?)*

_____

_____

_____

_____

52. **How do you expect your academic performance this year will compare with others in your class?**

☐ I'll do better than 90 percent of the others
☐ I'll do better than 70 percent of the others
☐ I'll do better than 50 percent of the others
☐ I'll do better than 30 percent of the others
☐ I'll do better than 10 percent of the others

53. **Can you tell me what are some of the things you feel pretty happy about these days? Try to include everything that is important to you—your family, friends, school, or other things you may be happy about or pleased with.** *(Probe: The most recent incident that made student feel good. How did it come about? What did you do? What happened? How important was it?)*

_____

_____

_____

_____

54. **Many students have told us about things they are not completely happy about. What are some things you are NOT too happy about these days?**
(Probe: The most recent incident that student is not too happy about. How did it come about? What did you do? What happened? How important was it?)

_____

_____

_____

_____

55. **Do you think it is better to plan your life a good way ahead, or would you say life is too much a matter of luck to plan ahead very far?**

_____

56. **When you do make plans ahead, do you usually get to carry out things the way you expected, or do things come up to make you change your plans?**

_____

57. **Have you usually felt pretty sure that your life would work out the way you want it to, or have there been times when you have not been sure about it?**

_____

58. **Some people feel they can run their lives pretty much the way they want to; others feel the problems of life are sometimes too big for them. Which ones are you most like?**

59. **Students your age sometimes have certain ways in which they want to improve. What are some of the ways in which you would like to improve yourself?**

First mention

Second mention

Third mention

Fourth mention

Fifth mention

Are there things you will do to improve yourself in (*Mention*)? If yes, what are they? IF NOT ALREADY ASCERTAINED: What are you doing right now to improve in this area?

First mention

Second mention

60. **I wonder if you can think of the last time that you did something to help someone. Whom did you help? How did your involvement come about? What did you do? What happened?**

Respondent ID No. _____

● INTERVIEWER NOTES

a. Honesty of response

Not honest at all	1	2	3	4	5	very honest

b. What came across to you during the interview that we might miss from reading the responses to the separate questions?

EXHIBIT 2

PRETEST

PUSH-EXCEL EVALUATION

FEDAC Form No. S110 Expiration Date: 28 Feb 1982

This report is authorized by law (20 U.S.C. 1221e). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Student Questionnaire

NATIONAL EVALUATION OF THE PUSH FOR EXCELLENCE PROJECT

Name of School _____ **City** _____

Birthdate _____ **Grade** _____ **Sex** _____ **Race** _____

Student ID. No. _____ **Date** _____

INSTRUCTIONS TO STUDENTS:

This evaluation is sponsored by the National Institute of Education, an agency of the Federal Government. Some of the questions we are going to ask you will sound very personal. They may be about problems you are having at school. You don't need to worry about anybody finding out how you answer. The papers will be arranged so that no one knows whose answers are whose, and your last name will not be recorded on the questionnaire. But even so, you may think that some of these questions are none of our business. That's okay, just don't answer them. But if you do want to answer them, it will really help us find out about the kinds of problems kids have in this school and the kinds of things that ought to be done about them.

We are interested in your experiences during this school year only. Some questions will refer only to the last few months.

For AIR Use only

1. **How do you feel about school in general? Do you like it . . .** *(check one)*

- ☐ A lot
- ☐ Quite a bit
- ☐ Somewhat
- ☐ Not very much
- ☐ Not at all

2. **What courses are you taking this semester that you didn't have to take?** *(list)*

_____

_____

_____

3. **How interesting are most of your courses to you?** *(check one)*

- ☐ Very interesting
- ☐ Quite interesting
- ☐ Fairly interesting
- ☐ Slightly interesting
- ☐ Very uninteresting

4. **About how much time do you spend in an average day on all your homework?** *(check one)*

- ☐ None
- ☐ Less than ½ hour
- ☐ ½ hour to 59 minutes
- ☐ 1 hour to 1 hour 59 minutes
- ☐ 2 hours to 2 hours 59 minutes
- ☐ 3 or more hours

5. **When you study do you usually. . .** *(check one)*

- ☐ Listen to music or have the TV on?
- ☐ Go to the library or some other place?
- ☐ Try to find a quiet place in your home?
- ☐ Find time during school hours?

The next page lists some questions dealing with things schools make rules about. We're interested in those things you might do that could get you in trouble at school. The only way we can learn about how students your age act is by each student giving honest answers to each question. However, you do not have to respond to questions that you think are too personal to discuss. ***(Check one answer for each question)***

For AIR use only

How often...

		NEVER	HARDLY EVER	ABOUT ONCE A MONTH	ABOUT ONCE A WEEK	ALMOST EVERYDAY
6.	do you fight with other students					
7.	do you argue with your teachers					
8.	do you goof-off in class					
9.	do you come late to school					
10.	are you late to class					
11.	do you skip classes					
12.	do you come to class unprepared					
13.	do you do things that you know will make the teacher angry					
14.	do you cheat on tests					
15.	do you turn in sloppy assignments					
16.	do you copy someone else's school work					
17.	are you kept after school					
18.	do you turn in incomplete assignments?					

19. Do you plan to finish school? ☐ Yes ☐ No

If no, why is that? _____

_____

When do you expect to leave high school? _____

How certain are you that you actually will graduate? *(check one)*

- ☐ Certain of graduating
- ☐ Fairly certain
- ☐ Less certain (chances about 50/50)
- ☐ Chances pretty slim (much less than 50/50)

20. What sort of work do you think you might do for a living? _____

_____

How do you plan to get into this sort of work? _____

_____

_____

21. What do you think you might do after you graduate from (or drop out of) high school? *(Check all that apply)*

- ☐ Attend vocational school
- ☐ Go to junior college
- ☐ Go to college
- ☐ Find a job (what type?) _____
- ☐ Join the military
- ☐ Other (specify): _____
- ☐ Haven't decided

For AIR use only

22. What can you do in high school that will help you reach this goal? *(Check all that apply)*

- ☐ Talk to PUSH-EXCEL staff
- ☐ Take courses
- ☐ Do volunteer work
- ☐ Visit local business office
- ☐ Talk to guidance counselor
- ☐ Visit college or vocational school
- ☐ Write for information (catalogues, applications)
- ☐ Take entrance examination (i.e., SAT)
- ☐ Other (specify): _____
- ☐ Don't know

23. How did you decide on this future? *(Check all that apply)*

- ☐ Talked to career counselor
- ☐ Famous people in the news
- ☐ TV/radio/movies
- ☐ Example among family or friends
- ☐ Read about it (where?) _____
- ☐ Other (specify) _____

24. What do you think your chances are of having this future? *(Check one.)*

- ☐ Very good
- ☐ Good
- ☐ Not so good
- ☐ Not good at all

25. Here is a list of activities that students participate in after school or on weekends. Which ones have you done since September 1979?
(Write in the amount of time you spent. For example, write "0" if you did not participate, "every day" if you participated that often, "once a week," etc.)

	How many times since September?
Team sports (baseball, etc.)	_____
School clubs or organizations (specify): _____	_____
Attend a play	_____
Read for own enjoyment or for information	_____
Visit museums	_____
Attend special events (circus, etc.)	_____
Outdoor recreation activities	_____
Visit another city	_____
Church activities (choir, youth group)	_____
Neighborhood recreation center activities	_____
Pursue hobbies (specify): _____	
_____	_____
Other (specify) _____	
_____	_____

For AIR use only

26. **Do you participate in any of these PUSH-EXCEL activities?** *(See attached list of activities. Write the names of the activities you participate in.)*

_____

_____

_____

_____

_____

_____

27. **Do many of your teachers seem to take a personal interest in you?** *(Check one.)*

- ☐ All of my teachers take a person interest in me
- ☐ Most of my teachers take a personal interest in me
- ☐ Some
- ☐ A few
- ☐ None

28. **How many teachers here seem excited about their work, and really seem to enjoy teaching?** *(Check one)*

- ☐ Nearly all of the teachers
- ☐ Most of them
- ☐ Some of them
- ☐ A few of them
- ☐ None of them

29. **How often do teachers here encourage extra effort from students?** *(Check one)*

- ☐ Almost always
- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ Never

30. **How often do teachers at this school "talk down" to students, and act as if students don't know anything?** *(Check one)*

- ☐ Almost always
- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ Never

31. **How often do your teachers like students to express opinions about how the school should be?** *(Check one)*

- ☐ Almost always
- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ Never

EXHIBIT 3

PRETEST

FEDAC Form No. S110 Expiration Date: 28 Feb 1982

This report is authorized by law (20 U.S.C. 1221 e). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accuarte, and timely.

PUSH-EXCEL EVALUATION

Parent Interview Form

NATIONAL EVALUATION OF THE PUSH FOR EXCELLENCE PROJECT

School District _____ **School** _____

Parent ID No. _____ **Sex** _____ **Race** _____

Interviewer _____ **Date** _____

Time interview begins _____ **Time interview ends** _____

INSTRUCTIONS TO INTERVIEWERS

You must read the following statements at the beginning of each interview:

This evaluation is sponsored by the National Institute of Education, an agency of the Federal Government. Some of the questions we are going to ask may sound personal, for example, about your child's problems in school. This information is, however, strictly confidential. If you do not want to answer any specific question, just tell me. We hope you will answer because it will help us find out about your child's problems, and what can and is being done to help him/her.

You should also explain:

- ON CONFIDENTIALITY: We will use ID numbers (no names) and will not discuss this conversation with anyone. Information will be assembled to report program activities and results, not to discuss specific individuals.
- You are not representing PUSH-EXCEL, but are a member of an evaluation team that is visiting the program in six cities where it operates.
- You are interviewing students, teachers, and parents in each of the cities to find out what they do and do not like about the program.
- Parents are not required to answer any questions they do not want to. Ask if the parents have any questions before they begin.

1. What do you know about the PUSH-EXCEL program?

What do you think of the program so far?

Do you participate in any of these activities (present list)?

Does your child participate in any PUSH-EXCEL activities (list)?

2. What do you think of (name of school)?

3. Does (name of school) try to get parents to participate in school activities? Has anyone from the school contacted you in the last year? (PROBE: number of contacts, by whom, reason for contact)

4. Do you attend functions sponsored by (name of school)? (PROBE: name functions, parent's overall attendance, attendance at school functions in which the child is participating)

5. Describe the things you do to encourage (child's name) in school.

6. What courses are (child's name) taking in school this semester?

Courses

7. How do you feel about (child's name) grades for the last marking period?

8. Is (child's name) having any problems at school: (PROBE: explore reasons, outcome)

9. Have you talked with any of (child's name) teachers this year? (PROBE: who, when, reason, outcome)

What about other school staff? (PROBE: who, when, reason, outcome)

10. What are the positive things that (child's name) does? (PROBE: responsibilities at home, participation in school and community activities, employment, efforts to help others, interest in school and careers)

11. Does (child's name) do things that really disturb you? (PROBE: What are they? How often are these things a problem?)

Is (child's name) trying to change these things?

Are there ways in which you are trying to help him/her?

Are there things that the school or program is trying to do to help with these problems?

12. What do you want most for your children?

Are there ways you are helping them in these things?

13. Has (child's name) ever talked to you about his/her plans for the future? What did you think of these plans?

14. Are there people in the school or community who are really trying to help (child's name). (PROBE: who, what was done, what happened?)

15. In the past year have you tried to get other parents or community people to do things for the school?

FEDAC Form No. S110 Expiration Date: 28 Feb 1982

This report is authorized by law (20 U.S.C. 1221e). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

EXHIBIT 4

PRETEST

PUSH-EXCEL EVALUATION

Teacher Interview Form

NATIONAL EVALUATION OF THE PUSH FOR EXCELLENCE PROJECT

School District _____ **School** _____

Teacher ID No. _____ **Sex** _____ **Race** _____

Interviewer _____ **Date** _____ **Years of Teaching Experience** _____

Time interview begins _____ **Time interview ends** _____

INSTRUCTIONS TO INTERVIEWERS

You must read the following statements at the beginning of each interview:

This evaluation is sponsored by the National Institute of Education, an agency of the Federal Government. Your participation in this study is completely voluntary. We appreciate the help you will be giving us by answering these questions; but if you do not care to reply to any specific question, feel free to tell me so.

You should also explain:

- ON CONFIDENTIALITY: We will use ID numbers (no names) and will not discuss this conversation with anyone. Information will be assembled to report program activities and results, not to discuss specific individuals.
- You are not representing PUSH-EXCEL, but are a member of an evaluation team that is visiting the program in six cities where it operates.
- You are interviewing teachers to discuss the impact of the program on the school and the students.
- Teachers are not required to answer any questions they do not want to. Ask if the teachers have any questions before they begin.

1. What major PUSH-EXCEL events did the students in your class attend (e.g., rally, convocation, conferences)?

What were the reactions of your class to the (name one event)?

2. Have you talked with any of your students' parents this year? ( ) YES ( ) NO
(If YES, PROBE: number of contacts, who initiated contacts, reason for contacts, outcome)

3. Are there people in the school or community who are really trying to help the students in your class?
( ) YES ( ) NO (If YES, PROBE: who, what was done, outcome)

4. How would you describe this school and its students? (Probe: staff, student, parent interest in the school; climate for learning; school spirit; student conduct, characteristics and behavior of particular groups of students)

5. What do you know about the PUSH-EXCEL program? (Probe: objectives, description)

What do you think of the program so far?

Do you participate in any of these activities (present list)?

6. What is your view of the facilities at this school? (Probe: size of student body in relation to size of school, condition of facilities and equipment)

7. What are the training and educational opportunities that (school name) provides for students and teachers? (Probe: types of opportunities, objectives, who participates, outcome)

8. What are the other training and educational opportunities that are available outside of (school name)? (Probe: what, objectives, who participates, outcome)

9. In what ways are you involved in school-related activities outside the classroom?

10. Do you feel that you can make a contribution to this school and its students? (If YES, probe: perceptions of effect on students, role in decisionmaking about school-related affairs, role in school policy formation)

GPO 880-030

APPENDIX G

DATA COLLECTION INSTRUMENTS FOR OBSERVATIONAL DATA

EXHIBIT 1

PUSH FOR EXCELLENCE
Program-In-Place

SITE DESCRIPTION

City _____ Recorder ____ Date 10-29-79

Interviewee _____

Position PUSHEXCEL Director

Address [redacted]

11/79 moved to:

SCHOOL SYSTEM ADMINISTRATION
Source: interview w/ PE Director

Title	Name	Office Phone	M/F	Race	Term
Superintendent			M	W	
Deputy Superintendent Division of Ed.			M		
District Coordinator Dept of Human Relations and Student Advisory Services			F	B	
?			F	W	
Dept of Human Relations and Student Advising Services					

G-1284

(SITE DESCRIPTION)

Source: interview w/ Community Liaison

SCHOOL BOARD MEMBERS

	Name	Office Phone	M/F	Race	Term Expires
President	[illegible]		M	B	
Vice President					

PUSH-EXCEL SCHOOL SYSTEM LIAISON

Source: PE proposal, PE Handbook

Title	Name	Office Phone	M/F	Race	Date Started
~~Distr Cl Coordinator~~ ~~Community Liaison~~			F	B	

Brief description or liaison s activities and interface with PUSH-EXCEL.

(5/14/79--2)

(SITE DESCRIPTION)

Source: interview w/ PE Director

PUSH-EXCEL OFFICE

Current Staff

Title	Name	Office Phone	M/F	Race	Date Started
P-E Director			M	B	~~2nd week~~ Aug. 79
Secretary			F	B	3/18/79
Community Liaison			F	W	9/11/79
Community Liaison			F	B	9/4/79
~~PUSH-EXCEL Schools~~ Teacher-Advisor					
Community Liaison			M	B	2/80

10/19 Source: interview w/ PE Director

PUSH-EXCEL Staffing History

School started the last week in August. Since all PUSH-EXCEL staff except the director were hired after school started it caused a problem. The PUSH-EXCEL director was trying to hire staff while planning for Jessie Jacksons visit to be the Kick off rally. Rev. Jackson's visit was changed from the last week of Septemb to the second week of September.

One community liaison has resigned to take another job.

(8/14/79—3)

G-3

2/80 A new Community liaison has been hired to replace the one who resigned.

Source: Direct Observation, interview w/ PE Director

(SITE DESCRIPTION)

P-E is now ~~located~~ sharing an office in the Administration building. ~~The staff~~ Four people are sharing 2 desks.

PHYSICAL FACILITIES (e.g., location and space allocated to staff)

The P-E staff will move into a new ~~offices~~ office in 1/79, at . The new ~~office~~ is in the area, in a renovated town house on the boarder between the black and white community. It is centrally located to the P-E schools.

HISTORY OF THE PROJECT Source: interview w/PE Director

Date Started 9/79

History of the beginnings of PUSH-EXCEL in this city (e.g., parents' organization invited the Rev. Jackson to speak): Key actors, milestones, plans.

Rev. Jackson spoke at H.S. in 1979. He was well received. Rev. Jackson spoke at H.S. in 1973. A principal went to To observe PUSH-EXCEL schools, in the Spring of 1978. The process of selecting schools was a 1½ yr. process. In Aug. 19 The Bd. of Ed. voted (7 to 0 vote) to accept the P-E program. Some Bd members the P-E Proposal. H.S. principal asked for the P-E program: chosen because of complex -- students can take courses at both schools. feeds into feeds into has been receptive to new programs

G-4

See: Observer Reports - 12/6/79, 12/10/79
PUSH-EXCEL Handbook 1287
Observer Report - 1/18/80

(SITE DESCRIPTION)

KEY DECISIONS

Source: Interview w/ P-E Director

Observer Reports 12/6/79, 12/10/79

Key decisions about program planning.

ADVISORY GROUPS (Site Level)

1. Name of Group PUSH-EXCEL Advisory Commission

Constituency/Title	Name	Bus Phone	M/F	Race	Term
~~Same~~ See: PUSH-EXCEL Advisory Commission roster.					
PUSH-EXCEL" handbook prepared for description of activities					

~~2.~~ Name of Group

Constituency/Title	Name	Bus Phone	M/F	Race	Term

FUNDING OF THE PROJECT (e.g., reasons for support, sources, duration, amount of funding)

Source: ~~See~~: Minutes of PUSH-EXCEL Advisory Commission Meeting 30 August 1979

Source: interview w/ District Cordinator

HEW funding was not received until Jan. 1979 - funding was not released until Dec. 1979

Source: ~~See~~: List of foundations from P-E Director

(SITE DESCRIPTION)

Source: interview w/ PE director

EVALUATIONS

Description of planned or ongoing internal and external evaluations: duration, design, results, recommendations.

No formal internal evaluation is in place.
Progress reports will be sent to all funding agencies.
AIR is conducting an external evaluation.

(5/14/79—7)

(SITE DESCRIPTION)

Source: interview w/ PE Director

SITE-WIDE ACTIVITIES

Brief description of activities. (Cover name of activity, goals, and objectives, procedures, frequency and length of activities or sessions, participating staff members, program products, physical facilities, and future plans.)

Student Kick Off Rally - 11 September 1979
Insavice - 20 Nov 1979 (scheduled)
- Want to come up with one cooperative program between
- Plan to choose a single activity per school

Reproductive Health Conference - P.E Director wants to plan one. It is up to the schools

Teacher Advisor System and Group Counseling
- Needs to be set up in the schools. The H.S.

Parent Rally - Held in September as a kick off activity

Focus of Each P-E Schools
- Clubs
- Integrate accelerated classes
- Need more money
- Work out A system for P.E Advisor time of students

Source:
Observer Report 12/21/79
P-E Progress Report 11/26/79
Observer Report 12/12/79

Activity
Open House
Federal Grant proposal
Radio Taping

(5/24/79--8)

(SITE DESCRIPTION)

Source: P-E Handbook

Name of Component/ Component Address	Contact Person/ Position	Office Phone
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(5/14/79--9)

(SITE DESCRIPTION)

RATIONALE

Long range goals and objectives.

Source: PUSH-EXCEL proposal

- PUSH-EXCEL Handbook

(SITE DESCRIPTION)

CURRENT ISSUES

Source: Interviews with ~~PD~~ PE Director & District Coordinator

National PUSH-EXCEL has been slow in releasing funds to the local program.

(SITE DESCRIPTION)

Source: P-E proposal

OTHER COMMENTS

Description of the city and school system population; ~~goals~~ a need for PUSH-EXCEL; ~~Goals and strategy~~ of

Source: P-E Handbook

Goals and strategy of PUSH-EXCEL.

PUSH-EXCEL Organization Chart

SELECTED BIBLIOGRAPHY

List of PUSH/EXCEL literature produced at the site. (Attach copies)

"PUSH-EXCEL" - a handbook

PUSH-EXCEL Newsletter

Public Schools PUSH-EXCEL ~~Pledge~~

~~Pledge~~ Teacher Pledge, Parent Pledge, Student Pledge

EXHIBIT 2

Observer _____

PUSH For Excellence Evaluation
Observer Report

Site _____ Component E.S.

Activity Open House

Date of Observation 4/17/86 Dates of Activity 4/17/86

Duration of Observation 4:45 (Time) to 6:30 (Time)

Participants

Type	Number	Source (check one) Estimate	Actual
X Students	500	X	
X Parents	500	X	
X School staff (specify):	200	X	
— Community members (specify):	—		
X PUSH-EXCEL Staff (specify):	5		X

Description (of the Setting, of the Persons)

E.S. building is very nice [illegible] computer center, [illegible] & library. [illegible] workshop / setting area. Classrooms are set up to have discussion group type interaction with small round tables for 4-6 students each.

The parental response to Open House was tremendous. So many parents came that there was a traffic jam out in front of the school for more than three hours even though normally [illegible] about average traffic flow. The classrooms [illegible] were packed with parents. In many cases parents were lined up in the classroom [illegible] waiting to see teachers. Many fathers showed up, and in many cases both parents came to the Open House.

EXHIBIT 3

Observer _____

PUSH For Excellence Evaluation
Observer Report

Site _____ Component Push-Excel

Activity Study Skills Workshop - Parent Task force

Date of Observation 11-13-80 Dates of Activity same

Duration of Observation 6:30 (Time) to 9:00 (Time)

Participants

Type	Number	Source (check one)	
		Estimate	Actual
✓ Students	37-47	✓	
✓ Parents	17-27	✓	
✓ School staff (specify):	6		✓
✓ Community members (specify):	2		✓
✓ PUSH-EXCEL Staff (specify):	3		✓

Description (of the Setting, of the Persons)

The workshop was held in the High School room. Teacher, did most of the arrangements for equipments i.e. extension cords, was hand.

On arrival at 6:30 p.m. the lights were not on nor was the front door open. A greeter directed persons to a side door until the custodian open the doors.

The group slowly assembled. The majority of students and parents were from — a large portion juniors

The workshop was presented in a very orderly manner. (I've already sent the packet) And a film clip was shown stressing "Failure or Success".

There were no questions during the sessions. Unfortunately there were not "any" questions.

I asked one student whom I knew because of "interviewing" "why he came?" "Was it that Mrs. was the presenter." He stated he needed help. He wanted to go to college and was not going to make it if grades didn't improve. He made arrangement his mother to accompany him

EXHIBIT 4

Observer _____

PUSH For Excellence Evaluation
Observer Report

Site _____ Component _____

Activity Lunch B. Essay

Date of Observation 2-11-91 Dates of Activity _____

Duration of Observation 12^cc to 1^oc
Time Time

Participants

Type	Number	Source (check one) Estimate	Actual
✓ Students	45		
___ Parents			
✓ School staff (specify):	1		
✓ Community members (specify):	2		
✓ PUSH-EXCEL Staff (specify):	1		

Description (of the Setting, of the Persons)

The luncheon was held in the same as before. The Library Council members met students at the door, visited with students, and served food and drink to the students.

The luncheon served both small-group & whole-group. The purpose of the lunch was to collect information from the students to see how the Push-Ex program is perceived and what the student wanted from the council.

The second lunch saw students had a different time cooperating. There was a good amount of conversation which was distracting. The chairman did tell students that she was not pleased with talking during lunch to listen. She felt that they were getting enjoyment like the librarian suggested.

Questionnaires were given to the students. One unit was each item. (6-15 illegible)

EXHIBIT 5

Date 4/24/82

Recorder _____

Site _____

PUSH For Excellence Evaluation
Activity Description

Name of Activity Meeting w/ ministers to request P/E meeting

Ongoing Activity ___ Special ✓

Frequency: ___ Weekly
___ Biweekly
___ Monthly
___ Other:

Dates 4/29/82 (Month/Day/Year) to _____ (Month/Day/Year)

Location: [illegible] Baptist Church [illegible]

Dates 4/24/82 (Month/Day/Year) to 4/24/82 (Month/Day/Year)

Location: Baptist Church

Target Audience(s)	Type	Expected Number
	___ Students	___
	___ Parents	___
	___ School staff (specify):	___
	___ Community members (specify):	___

Format

✓ Meeting
___ Rally or other large audience
___ Training session
___ Club
___ Mail campaign
___ Media campaign
___ Advisory Board or Council
___ Other

Origin of Activity

___ PUSH-EXCEL National Office
___ PUSH-EXCEL Local Office
✓ Individual (specify type):
___ Parent
___ Community
___ Group (specify type):
___ Parent
___ Community
___ Student
___ School staff
✓ Other (specify): P/E Liason Person
___ Student
___ School staff
___ Other (specify):

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EXHIBIT 6

Date 6/29/82

Recorder

Site

PUSH For Excellence Evaluation

Activity Record

Name of Activity Meeting w/ ministers to request PE involvement

Location: Baptist Church

Date(s) held 6/29/82

Participants

Type	Number	Source (check one)	
— Students	—	Estimate	Actual
✓ Parents	1	Estimate	✓ Actual
— School staff (specify):	—	Estimate	Actual
— Community member (specify): 3 ministers, -Lucas	6	Estimate	✓ Actual

What happened:

Meeting w/ 3 ministers to encourage their participation in Jr High's program. The request was quite acceptable to the ministers & they promised their involvement. Ways of making contributions to the students were discuss

PUSH-EXCEL Follow-up

Description	Target Date	Outcome